THE DEMOCRATIC REPUBLIC OF THE SUDAN

Promotion of physical education and sport as an integral part of lifelong education

Physical education and sport

by

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PHYSICAL EDUCATION AND SPORT

by Lillian R. Greene-Chamberlain

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With the agreement of Dr. Carl A. Troester, Executive Director of the American Council on International Sports (ACIS) and Secretary-General of the International Council for Health, Physical Education and Recreation (ICHPER), the instrument entitled "Suggested Guidelines for Conducting a National Status Study of Physical Education and Sport", formed the basis for the collection of data (in addition to other forms of inquiry) for this report on the present state of physical education and sport in the Sudan.
PREFACE

Position and size

The Sudan, which is the largest country in Africa, covers an area of 2,500,000 kms square. This represents 8.3% of the total area of Africa and 1.7% of the land area of the world (1,870,000 square kms for the north and 630,000 square kms for the south.

The Sudan borders on Egypt (1,195 kms) in the north; the Red Sea coast (869 kms) and Ethiopia (2,210 kms) in the east; Kenya (235 kms), Uganda and Zaire (625 kms) in the south; Central African Empire (1,155 kms), Chad (1,335 kms) and Libya (380 kms) in the west. In all 7,195 kms of terrestrial borders and 869 kms of coastline.

Climate

The Sudan lies wholly in the tropics and is almost completely surrounded by land-mass except for a limited coastline on the Red Sea. Accordingly, the dominating climate is tropical continental with a limited maritime influence near the coast and on the eastern slopes of the Red Sea Hills.

In the south the climate merges into the equatorial type, while in the north it merges into the desert.

Temperatures are generally high throughout the year with the highest mean daily maximum of about 43°C which is attained during the months of May and June in the arid north.

During the winter season almost the entire country experiences a uniform cloudless weather with a mean daily temperature ranging from about 16°C in the north to 29°C in the extreme south.

The amount of annual rainfall varies from less than 25 mm. in the desert north to as high as 2,000 mm. in the tropical rain-forest of the south.

The rainy season proper lasts from one to three months in the north (July to September), and from five to eight months in the south (April to November).

The simplicity of relief has made it possible to divide the country into broad vegetation zones running from east to west. The vegetation zones are clear-cut, yet merge gradually into one another.

The northern region extends from the Egyptian frontier to as far south as the latitude of Khartoum running (between 22 degrees north and 16 degrees north). To the north of latitude 17 degrees north, where rainfall is less than 50 mm. true desert exists, save for the Red Sea Hills. The desert to the west of the river is known as the Libyan Desert and to the east of it as the Nubian Desert. Here vegetation does not exist, except along wadi basins. Between latitude 17 degrees north and 16 degrees north the true desert merges into semi-desert acacia scrub with a total annual rainfall of 50 to 150 mm.

The central area (the central clay plain) located between latitude 10 degrees north and 16 degrees north is an area dominated by many rivers. The total annual rainfall varies from 150 to 750 mm. The development of major irrigation systems and therefore agriculture has made this zone the most advanced economically and politically. The vegetation of this area, which has in the most part been cleared for cultivation, is short grass and low wood savanna.
The southern zone, which lies to the south of latitude 10 degrees north has a total annual rainfall between 750 and 2,000 mm. Swamp grasses cover the Sudd region in the eastern part of the southern zone, while the western part of the region is made up of high wood savanna and the tropical rain forest. Forests lie to the east and south: thorn forests of the middle section of the Blue Nile merge eastward in the more temperate and wetter forests of the lower slopes of the Ethiopian Highlands; while southward, towards the Congo border and Uganda, there is a good deal of forest of the hot, wet type, though much of it may be described as wooded savanna.

Human geography

The population of the Sudan has increased from 10.3 millions at the time of the first census in 1955/56 to 15.7 millions in 1970/71 (estimate). The Sudan has a population increase of 2.5% every year. The population is expected to double in the next 30 years. According to the official figures the present population is about 18 million inhabitants (14,200,000 for the north and 3,800,000 for the south).

The average population density of the Sudan is 6.46 persons per square km (6.91 persons per square km for the north and 5.12 persons per square km for the south), with great differences from one region to another (north of Northern Darfur Province and Khartoum for example).

The Sudan is a very lightly urbanized country having about 12% of its population living in towns and cities.

Future urban expansion is expected to take place in the central Sudan where development projects are proceeding, and the Nile and its tributaries will continue to be the main focus of urban development.

Towns and cities in the Sudan constitute the centres of almost all political, economic, and administrative action; and are influenced by size, location (physical condition of the area) and function (administrative, commercial, military, etc.).

The vast majority of the people (about 85%) work in agriculture and cattle rearing, while others are engaged in small scale commercial trade; and the remainder of the people are engaged in light industry and public services.

The following ethnic groups are represented in:

(a) The North

(i) The "Arab" group (speaking only Arabic): the important are the Ja'alyun and the Kabbabish and Baggara. The ancestors of these last two tribes are the Jubana. There are also the Zagawa, Hamar, Masiriya, Dar Hamid, Ta'aisha and Habbanyia.


(iii) The nomadic tribes: Dinka, Nuer, Zande, Kresh, Shillouk (these are migrant groups from the southern Sudan to the north).
(b) The South


(ii) The "Arab" group: mainly traders and administrators.

The predominant language spoken in the north is Arabic. English is known by a good number of educated people, and other spoken languages are Nubian and Zaghawa.

The main languages spoken in the south are the different dialects of Dinka, Zande, Belanda, Nuer and Bari. A "pidgin Arabic" is very widely spoken and understood, while English is spoken by a few educated people.
INTRODUCTION

1. In order to review the scope of physical education and sports programmes in the Sudan prior to planning a five-year programme of activity, the Government requested a Unesco mission to ascertain the present state of physical education and sport and to make recommendations for future development in this domain. In compliance with the Government's request, a mission was undertaken from 9-30 June 1980 to collect data and identify needs.

2. As a wide sample was needed upon which to draw data, visits were made to Khartoum (Khartoum Province), Wad Medani (Gezira Province), Juba (Eastern Equatoria Province) and Port Sudan (Red Sea Province). Visits were also planned to El Obeid (Kordofan Province) and Kassala (Kassala Province), but these were not possible due to lack of time and constraints in transportation.

3. In order to carry out this fact-finding mission, discussions, interviews and meetings were held with the President, Assistant Secretary General and officials of the Supreme Council of Sports, the Vice-Chancellor of Juba University, Assistant Commissioners for Youth and Sports, Province Governors, Assistant Commissioners for Education, Regional Minister of Education in Juba, the Principals of Teacher Training Colleges, the Higher Institute of Physical Education and Sport, primary, intermediate and secondary schools in the Provinces, inspectors for primary and intermediate schools, administrators of sports organizations and sports co-ordinators.

4. Questionnaires concerning physical education and sport in primary, intermediate and secondary schools, teacher training colleges and institutes and universities were also used to gather data.

5. Visits were also made to observe the facilities and equipment available to the schools and also to ascertain whether community facilities and equipment were adequate.

6. In order to assess the country's needs, data were collected in the following categories:

   (i) Philosophy and principles
   (ii) Organization and administration
   (iii) Curriculum and instruction
   (iv) Facilities and equipment
   (v) Teacher preparation
   (vi) Measurement and evaluation
   (vii) Community and non-school sports
   (viii) Intramural or school clubs
   (ix) Inter-scholastic and intercollegiate sports.
SUMMARY OF EDUCATION IN THE DEMOCRATIC REPUBLIC OF THE SUDAN 1978-1979

7. Out of a population of approximately 3,622,157 boys and girls from 7-12 years of age, 1,358,193 or 37.49% are enrolled in primary schools (boys 44%; girls 30%).

8. There are 38,881 teachers catering to the educational needs of 1,358,193 students in 5,468 primary schools, 13,378 teachers instructing 251,758 students in 1,252 intermediate schools and 3,694 teachers teaching 100,181 students in 244 secondary school institutions including academic schools, technical schools and teacher training institutions.

9. From a population of approximately 18 million inhabitants, the 1978-1979 education staffing and enrolment statistics indicated that there were approximately 1,710,132 students enrolled in schools below the level of higher education.

10. There are twelve institutions of higher education in the Sudan with an approximate student population of 25,883 enrolled.

11. The Democratic Republic of the Sudan had planned the following priorities for its educational systems:

(a) to develop mass education according to the needs and realities of the country;

(b) to develop an education which could, in the shortest possible time and at minimum cost, furnish the necessary man-power for the development of the country;

(c) to develop an education aiming at the decolonization of people's minds and the rehabilitation of Africa with its real values;

(d) to develop an education bound to the life and the realities of the Sudanese and the Africans, which could give the pupils the main civic, political and moral principles with the purpose of reinforcing in them the love of their country;

(e) to develop adult education to its maximum in every part of the country in order to reduce illiteracy, when possible.

THE PRESENT STATE OF PHYSICAL EDUCATION AND SPORT IN SCHOOLS

Philosophy and principles

12. There is a written statement available for reference concerning the philosophy, values and objectives of the physical education and sport programme.

13. Although physical education and sport is regarded as an essential part of the total education programme in all schools, the programme is aimed at providing the fullest possible development of each student according to his/her ability and capacity.
Organization and administration

14. The course of study for physical education is planned for all schools centrally by the Ministry of Education.

15. It is recognized that a wide range of activities must be included in the curriculum in order to achieve the goals of the programme. However:

(a) not all students are enrolled in regularly scheduled classes;
(b) classes are not organized to provide a progressive (sequential) programme of learning skills;
(c) maximum use is not made of all available space and facilities;
(d) the available equipment is not fully utilized due to lack of trained personnel;
(e) there is no qualified and designated person to inspect, maintain and repair equipment and to provide for a safe environment;
(g) there is no grading or marking system for physical education and no granting of credit.

16. In the primary, intermediate and secondary schools, students receive two or less classes of physical education per week, 40 to 49 minutes in duration and the average student-teacher ratio is 51 or more students per teacher.

17. The Gezira Province Office of Education feels that it is doing its best to meet the instructional needs of primary, intermediate and secondary students in physical education and sport. Without trained personnel and adequate equipment and facilities, however, progress will be minimal.

Curriculum and instruction

18. Although the instruction in physical education and sport is based upon a written curriculum guide, the methods and techniques used by teachers are basically limited with regard to:

(a) awareness and application of programme objectives;
(b) knowledge of the curriculum;
(c) careful planning for individual and group instruction;
(d) use of effective teaching and coaching methods.

19. Instruction for all students in games (simple traditional, improvised) is good. Instruction in conditioning and body mechanics (calisthenics, fundamental movement) is limited. With the exception of football, sports skills (team and individual) are not taught. Self-testing activities (tumbling, apparatus) and rhythms, dance and creative activities are thought to be important, but are missing in the programme.
20. Co-educational activities are not included in the curriculum. This area would be subject to the rate of social change. There are no specialized activities for the handicapped.

21. Although the limited activities provided are appropriate for the age, grade, growth and development of the participating students, the variety of experiences taught do not provide skills and knowledge for present and future life-long experiences.

22. A representative cross-section of teachers do not participate in curriculum planning and/or curriculum revision at provincial, regional or national levels.

23. Staff members do not follow a plan for personal and professional growth through participation in Institute of Education, University or Ministry of Education summer courses, workshops, conferences, etc.

24. There is adequate pre-service preparation of staff to teach physical education in primary schools. In secondary schools, however, pre-service preparation is limited. In both cases preparation is inadequate to conduct proper intramural and inter-scholastic sport programmes.

25. Teachers of physical education and sport are offered no opportunities for professional growth either through participation in conferences or workshops, or through links with other professional bodies. In addition, they have no access to journals, periodicals or other up-to-date literature in the domain of physical education and sport.

26. The morale of physical education teachers in most schools is low due to shortage of facilities and equipment, a lack of general support from staff and community and the absence of professional reading materials. They do, however, the best that they can in spite of all hinderances.

Facilities and equipment

27. The physical education programme does not have the same budget priority for purchasing supplies and equipment as all other departments and educational programmes.

28. The quantity of physical education instructional materials, supplies and equipment (balls, nets, goals, mats, etc.) is inadequate at all educational levels.

29. There are no indoor teaching areas available which are designed to permit effective instruction or to promote desirable health and safety standards (no adequate showers, dressing space, lighting or ventilation existing anywhere).

30. The outdoor physical education facilities available are not designed for effective multi-purpose use or instruction.

31. There is no international standard swimming pool in the Sudan.

32. No stadium exists which is capable of hosting regional sporting events.
Teacher preparation

33. Primary and intermediate school physical education teachers are trained at teacher training institutions, and the length of training for both levels is one year of post-secondary education. The level of teacher preparation achievement necessary for certification at both levels is a certificate. The certification of teachers at each of these two levels is the responsibility of the teacher training institution and is also endorsed by the Ministry of Education.

34. Secondary school teachers of physical education are trained at the Higher Institute for Physical Education and Sport in Khartoum, and the length of training is four years of post-secondary education. The level of teacher preparation achievement necessary for certification is a diploma. The certification of teachers at this level is the responsibility of the Higher Institute for Physical Education and Sport and is also endorsed by the Ministry of Education.

35. Coaches receive training as a part of the normal preparation at each level. They are, however, not officially certified.

36. There are no specialized physical education teachers in the primary or intermediate schools. The teachers teach all subjects including physical education. The faculty status, salary and rank, therefore, is equal for everyone.

37. Although the status, salary and rank of the secondary school physical education teacher is equal to that of other staff members with the same education and teaching experience, he may find himself somewhat isolated due to lack of communication with other members of the faculty.

38. For the most part, primary, intermediate and secondary school physical education teachers receive teacher preparation in:

(a) Growth and development;

(b) Methods and teaching.

39. Secondary school preparation also includes sports skills.

40. The following disciplines are not included in the preparation of physical education teachers at any of the three levels:

(a) History-philosophy

(b) Sciences:

   (i) Biology
   (ii) Human anatomy
   (iii) Human physiology
   (iv) Kinesiology
   (v) Exercise Physiology

(c) Behavioural sciences

(d) Sport theory

(e) Curriculum planning

(f) Administration

(g) Measurement and evaluation
41. Virtually all of the teachers currently teaching physical education and
sport in each of the three levels have been trained in the Sudan.

42. The current supply of qualified physical education teachers is short at
all levels.

43. In-service training opportunities (conference, workshops, clinics, etc.)
for physical education teachers at all three levels compared to opportunities
for teachers of other disciplines are less available.

44. The majority of physical educators graduating from teacher preparation
institutions during the past two years are still committed to the teaching
of young people. They will become increasingly disappointed, however, and their
morale will drop if they cannot obtain adequate equipment, proper facilities and
in-service training opportunities to improve their knowledge and skills.

Measurement and evaluation

45. As physical education is not an examinable discipline in the curriculum,
there is no careful or continuous measurement and evaluation of students' progress,
no grading or marking system utilized and no granting of credit.

46. School administrators generally show positive attitudes and give recogni-
tion to those teachers who, despite a lack of equipment and/or facilities,
excel in creativity and demonstrate teaching innovations in order to provide
meaningful experiences for their students.

Intramurals or school clubs

47. Intramural sport programmes (inter-house competitions) in the secondary
schools are full school year programmes supervised by instructional personnel
knowledgeable about the activity. These personnel, for the most part, do not
have a background in physical education, athletic training, athletic injuries or
first aid.

48. In most cases all students are given equal opportunity to participate in
an intramural sports activity with the exception of the handicapped.

49. The programmes are not designed to offer a wide variety of sports activities
to meet students individual needs due to lack of trained personnel, equip-
ment and facilities.

50. An adequate programme at all school levels which meets the medical costs of
students in case of injury does not exist.

51. In the main, precautions insure equitable and safe participation based on
age, size and skill levels at various school levels.

52. Limited policies have been established to insure maximum student interest
and participation in the sports programmes. If this were accomplished, it
is felt that the intramural sports programmes could enrich the total educational
programme for all students who participate.
Inter-scholastic sports

53. For the most part the inter-scholastic sports programme is funded through government allocations (budget provisions). In some provinces, student fees (fifty cents per student per year), community resources (parents associations) and sports associations or federations contribute to the programme.

54. There is no equitable disbursement of funds by the chief school officers for all aspects of the educational programmes, including sports.

55. Provisions are always made for adequate officiating of all contests in the secondary schools.

56. There are no fully recognized coaching associations which meet on a fairly regular basis for the purpose of professional development of inter-scholastic coaches in the secondary schools.

57. Eligibility requirements exist which govern the participation of athletes in approved inter-school competition in the secondary schools.

58. Most students (excluding the handicapped) are given equal opportunity to try out and to participate in an inter-scholastic sports activity in the secondary schools.

59. The programmes are not designed to offer a wide variety of sports activities to meet students individual needs.

60. An adequate programme which meets the medical costs of students in case of injury does not exist.

61. Inter-scholastic athletes are faced with the same problems of equipment and facilities as the participants in the regular school physical education programme.

62. No inter-scholastic sports association exists for secondary schools.

63. Appropriate practice schedules are not established for all sports.

64. Appropriate competitive schedules are adequate for selected sports.

65. The number of contests each year or season is established by school officials and not by outside interests.

66. In most cases, the sports programme is considered to be an integral part and an outgrowth of the physical education programme in the secondary schools. Although this concept is thought to be important it has not been fully developed as yet in all of the provinces.

67. Staff members who coach do not follow a plan for personal and professional growth through participation in Institute of Education or Ministry of Education coaching summer courses, workshops, conferences, etc.

68. There is no adequate pre-service preparation of staff for coaching. Teachers coach to the best of their abilities based upon their training at the Higher Institute of Physical Education and Sport. Other teachers not trained specifically in physical education and sport give assistance to the best of their abilities.

69. Of the presently active coaches, virtually none is properly certified.
Summary - Chief Education Officer Analysis

70. Areas of strength:
   (a) Interest of students and staff in general
   (b) Positive public opinion and moral support
   (c) Dedication of teachers in the discipline
   (d) Assistance from outside bodies (equipment, volunteers)
   (e) Favourable attitude of parents except for anxiety at the approach of school examinations.

71. Problem areas:
   (a) Lack of trained personnel (teachers, coaches)
   (b) Shortage of equipment in the popular sports and lack of equipment in the less popular sports
   (c) Shortage of facilities (playing fields, courts)
   (d) Need for teacher-trainers
   (e) Shortage in some areas of suitable land for playing fields (mountains, uneven terrain)
   (f) Lack of transportation (distance of schools from children’s homes in some areas is from 5-7 miles)
   (g) Lack of resources for teachers professional growth
   (h) Cumbersome accounting procedures.

72. Priorities:
   (a) Development of trained staff
   (b) Acquisition of adequate equipment
   (c) Multi-purpose facilities
   (d) Transportation in rural areas.

THE PRESENT STATE OF COMMUNITY AND NON-SCHOOL SPORTS

73. The community and non-school sports programme has developed differently in each province due to the training, experience, creativity and resourcefulness of each chief administrator.

74. Planning committees assist in conducting the programmes of sports in the communities. The level of their involvement ranges from good to limited.
75. For the most part, there are written statements concerning the philosophy, values and objectives of the non-school sport programme, but they do not include the needs of all members of the community (aged, women, handicapped, etc.).

76. In varying degrees, the following community (non-school) organizations provide a programme of sports and the opportunity (facilities, instruction, equipment) for the development of skills in and knowledge of sport activities for use in life-long education:

(a) industrial;
(b) military;
(c) government agency;
(d) sport association;
(e) police division.

77. There is a limited public relations programme for interpreting the purpose of the sports programme to the community, and not enough publicity or transfer of information to urge individual citizens to take part in sports for recreational purposes.

78. For the most part, coaches and instructors of the community organization-sponsored sport programme demonstrate:

(a) limited knowledge of programme objectives;
(b) limited knowledge of sports technology;
(c) good to limited competence in performance skills;
(d) good to limited effective team management procedures;
(e) limited knowledge of coaching methods;
(f) limited knowledge of systematic team (squad) organization;
(g) good to limited professional conduct as demonstrated by mature, responsible behaviour in competitive situations;
(h) limited to no knowledge of first aid and safety procedures.

79. There are virtually no opportunities for coaches of community organization-sponsored teams to grow professionally by participating in clinics, conferences and coaching schools, or to use professional literature, research data and audio-visual materials and equipment.

80. Very few coaches belong to professional sports organizations.

81. Managers and administrators of sports clubs are not paid. Their services are voluntary. Coaches are paid a nominal fee.

82. The outdoor areas used by the organizations do not provide sufficient space for conducting an adequate programme of selected sports.
83. The sports areas within the community are rarely available for informal play or for informally organized recreational sport activities.

84. The outdoor sport areas are not satisfactorily surfaced or maintained for the types of activities played on those areas. There is no international standard swimming pool in the country.

85. No adequate showers, dressing rooms or other sanitary facilities are available for team members.

86. The facilities available to the community organizations are also available for the local school sports programme.

87. The community organizations have limited funds in their regular budget to supply needed equipment and supplies.

88. There are virtually no trained (qualified) physical educators serving as members of the sports planning committees or community organizations.

89. Except at football matches, first aid care is not readily available to participants in case of injury.

90. Few provisions are made within the community organizations' sports programmes to meet the needs, interests and abilities of participants (athletes) in various age and skill groupings and of both sexes.

91. Good administrative and supervisory leadership is provided in and through most community organizations in developing the sports programmes.

92. The sports programmes are not always planned to carry out the stated purposes, philosophy and objectives of the community organization.

93. Sports and Education Officers have collaborated to use sports as a unifying factor to achieve better understanding and to overcome ethnic, language and cultural differences. More inter-provincial competitions are suggested.

94. There is generally, active and productive co-operation between the community sports organizations (sports councils, industrial sport clubs, etc.), the Ministry of Education, and local schools for providing and utilizing available sport facilities.

95. There is active and productive co-operation between community sports organizations and sports officials' associations in order to promote effective game management and competent officiating.

96. There are virtually no professionally qualified physical educators serving as members of the National Sports Commission and sports associations (Councils) because of the election process (popular vote). Full use is made of such qualified personnel, however, in the specialized committees or sub-committees.

97. National coaches and sport association administrators are not available for the development of school personnel through staffing workshops and clinics on a regular basis in less populated areas.
98. The appropriate bodies making appointments at the local, provincial and national levels to administer sports throughout the country, seek to appoint professionally trained physical education and sport personnel.

Summary - Chief Sports Officer analysis

99. Areas of strength:

(a) interest and moral support of community;
(b) good leadership from Office of Sports;
(c) use of human resources;
(d) positive development of youths' potentials (good behaviour, sense of responsibility, discipline);
(e) creative use of limited financial resources;
(f) assistance from voluntary agencies.

100. Problem areas:

(a) lack of trained personnel (referees, coaches, administrators);
(b) shortage of equipment in the popular sports and lack of equipment in the less popular sports;
(c) transport over long distances;
(d) shortage of facilities (playing fields, courts);
(e) policy of town planning - playing fields facing competition from private enterprises for the procurement of land;
(f) funds for the remuneration of coaches, referees, trophies, cups, refreshments, camps, short courses, conferences, training seminars, staff travel, national festivals, etc.
(g) lack of sports research information and published journals and periodicals in the field.

101. Priorities:

(a) development of trained staff;
(b) acquisition of adequate equipment;
(c) multi-purpose facilities;
(d) transport over long distances.
RECOMMENDATIONS FOR FUTURE ACTION

Finance

1. If physical education and sport within the educational system and the community programme is to be improved, more funds need to be made available specifically for these purposes.

2. Individual institutions need to make funds available specifically for physical education and sport and expenditures on these need to be viewed as a separate item on all budgets.

3. Research should be undertaken regarding school populations, local needs, the levels of instruction, the range of sports and activities to be undertaken, the level of development of the country and its political, economic, social and cultural philosophies in order to ascertain exact budgetary allocations.

4. The framework for regional co-operation with regard to financing may be established through such organizations as the African Development Bank, the Central African Customs and Economic Union (CACEU), the Organization of African Unity (OAU), the African and Mauritian Common Organization (AMCO), and the Supreme Council for Sports in Africa (SCSA).

5. Financing may also be explored with such bilateral organizations as NORIDA (Norway), SIDA (Sweden), DANIDA (Denmark), CIDA (Canada), etc.

6. Multilateral institutions such as UNDP, WFP, ILO, UNICEF, UNESCO, AFDB and the Arab Fund for Social and Economic Development may also be contacted.

7. Competent non-governmental organizations such as the International Council of Sport and Physical Education (ICSPFE), the International Council for Health, Physical Education and Recreation (ICHPER) and the International Federation for Physical Education (IFPE) may also provide assistance in the form of consultations for the planning, structuring and organization of a national programme for the development of physical education and sport. The Association of African Universities may also be contacted for assistance.

Curriculum development

8. Physical education should be a compulsory discipline in the curriculum of all educational levels (primary, intermediate, secondary) and subject to measurement and evaluation.

9. All the institutions in the Sudan assess the curricula needs of secondary education and gear training to this level with little or no consideration being given to other areas of the system. However, the primary as well as the intermediate level need to be taken into account in planning if a well organized, continuous programme is to be achieved.

10. Clearly defined curricula in physical education and sport with sound objectives, syllabuses and a highly-developed methodology specific to the system being operated need to be developed.

11. The aims of the curriculum should be the development of physical potential and the development of health and should include national priorities regarding aesthetic, cultural, cognitive and recreational development as well as an indication of social and moral values, behaviours, attitudes, communal responsibilities, and the relative priorities to be given to the development of the individual and the community.
12. Whenever possible, teachers should be involved in curriculum planning and development.

Professional preparation

13. The importance of specialized training in physical education and sport needs to be recognized since adequate provision of physical educators and sports coaches is necessary for the short and long-term success of the country's school and community physical education and sports programme.

14. Teacher training institutes, colleges and universities need to plan to eventually contain, where and when possible, physical education departments geared towards training specialists within this field.

15. Specialized training in physical education and sport needs to be supplemented by on-going in-service programmes at local, provincial and national levels to produce and encourage specialized sports coaches, referees, officials, administrators, etc.

16. Higher educational institutions should be required to play a greater role in projecting national sports images, developing curricula and training home-produced experts.

17. The importance of training teacher-educators is vital for future development in this domain.

18. All teachers, including specialists in physical education and sport, need to receive training in first aid and safety education.

19. Teachers of physical education and sport need to be given the same status as other teachers in the educational system.

20. Training and coaching courses are of most benefit to Africa if held on African soil, using existing facilities, teaching adaptability and improvisation, and they could be planned in accordance with educational, climatic and religious conditions to maximise their utility for Africa.

21. A series of co-ordinated courses geared to meet the immediate and long-term needs of physical education teachers and sports coaches would be useful. These courses need to take into account the realities of the environments teachers and coaches operate in and should be aimed at creating an overall consciousness of the infrastructures necessary for the development of physical education and sport.

22. The Higher Institute for Physical Education needs to accelerate the production of specialist manpower and to provide avenues for in-service training and re-orientation courses for coaches, referees, teachers, administrators, participants, ground staff, etc.

Equipment

23. National budgetary provisions for equipment need to be allied to provision for facilities.
24. Within schools, the purchase and provision of equipment needs to be subsidized and a deliberate policy pursued of maximising the use of available equipment and facilities.

25. Steps may be taken to assist in the purchase and wider use of equipment by encouraging the building of local factories to manufacture simple and inexpensive standardized equipment.

Facilities

26. An integrated planned policy to increase facilities in accordance with national priorities, development philosophies and availability of finance needs to be undertaken within educational institutions and the public sector by the appropriate officials. This would be one means of inculcating a new attitude towards physical education and sport throughout the country and of spreading the philosophy of sport for all.

27. The widespread development of modest multi-purpose facilities which could be utilized by the masses is required to produce more widespread participation and to instil the commitment to physical activity as a life-long ideal.

28. An agreement needs to be arrived at on a minimum acceptable standard of facilities for all priority sports as an aspect of developmental planning in cities, towns and villages.

29. An assessment of all facilities presently available needs to be made in order to determine their suitability for the country's immediate and long-term needs.

30. The different requirements of urban and rural development need to be considered and proper priorities provided for both.

31. No indoor facilities exist in the country. Adequate indoor facilities to counteract the climate, for evening work and for indoor sports, also needs to be considered when planning for the building or extension of outdoor facilities.

32. Where national stadiums are planned, they need to be conceived as multi-purpose facilities, integrated with all aspects of national development and usable for sports, youth, cultural and arts festivals, political rallies, etc. Income from such activities could be put back into sport for future development.
ITINERARY

Tuesday June 10, 1980

Arrive Khartoum
- Stay in Grand Hotel.
- (Public Holiday)
- Quick tour of "the Three Towns"
- Visit 5th Young Girls' Camp, Omdurman.

Wednesday June 11, 1980

Khartoum
- Meet with Syd. Mahmoud El Haj Abu Bakr, Assistant Secretary General, Supreme Council for Mass Sports
- Visit tennis courts, Sudan Tennis Association, meet Maj. General Mohammed Talaat Farid.

Thursday June 12, 1980

Khartoum
- Visit Higher Institute of Physical Education, meet Syd. Swad Bastaur, Acting Principal
- Call at UNDP Office, meet Resident Representative
- Visit Merreikh Stadium, Omdurman, see football match: Merreikh V. Ahli, Wad Medani.

Friday June 13, 1980

Depart Khartoum
- 07.00 hrs. (by car)
Arrive Wad Medani
- 09.30 hrs. Stay at Barskat Rest House
Wad Medani
- Meet with Syd. Shakir Mursal, Assistant Commissioner for Youth & Sport, Gezira Province
- See sports faculties in the locality: swimming pool, Gezira Club Playing Fields, Hantoub School, various sports clubs, Wad Medani Murada - Zahra - Shu'la - Merreikh Alam Ahli
- Courtesy call, Syd. Abdel Rahim Mahmoud, Governor, Gezira Province.

Saturday June 14, 1980

Wad Medani
- (Move to International Hotel)
- Visit Shuhada Sports Centre and Wad Medani Stadium
- Visit office of the Asst. Commissioner for Youth & Sport, Gezira Province
- Visit Kariba Village Club, see football, basketball, volleyball, weight-lifting
Visit Wad Medani Youth Centre, see karate, gymnastics, boxing, basketball, table tennis (volleyball).
Sunday June 15, 1980

Wad Medani
- Meet with Syds, Mahjoub Ali, Asst. Commissioners for (Education), Gezira Province
- Lunch with Governor, Abdel Rahim Mahmoud, Gezira Province at International Hotel

Depart Wad Medani
- 16.00 hrs. (by car)

Arrive Khartoum
- 18.30 hrs.

Monday June 16, 1980

Khartoum
- Meet with Asst. Secretary General, Supreme Council for Sports
- Call at UNDP office
- Meet with Syds, Abdel Rahim Hamman and Fuad Ma'ani, Asst. Commissioners for Sports Khartoum Province.

Tuesday June 17, 1980

Khartoum
- Meeting with Asst. Sec. General, Supreme Council for Sports
- UNDP Office

Wednesday June 18, 1980

Depart Khartoum
- 06.00 hrs. (by air)

Arrive Juba
- 07.50 hrs.
- Meet UN Representative, UNDP Office
- Meet with H.E. Andrew Wei, Regional Minister of Education, Juba
- Meet with Dr. Abdel Rahman Abu Zeid, Vice-Chancellor, University of Juba.

Thursday June 19, 1980

Juba
- Visit Education Office, meet with Mr. Emmanuel Lukudu-Woro, Acting Director of Youth & Sports
- Meet with Mr. Valeriano Okerruk Orrege, Asst. Commissioner of Education, East Eq. Province
- Meet with Mr. Stephen Drugo, Senior Technical Inspector for Intermediate Schools, Eastern Equatoria Province
Friday June 20, 1980

- Meet with Mr. Augustino Daud Deffara, Acting Principal, Meridi Teacher Training Institute
- Visit UNDP Regional Office
- Inspection of sports facilities in Juba area.

Saturday June 21, 1980

Depart Juba
Arrive Khartoum
- 08.20 hrs. (by air)
- 10.10 hrs.
- Visit UNDP Office
- Meet with Dr. Abdel Gader Mishaal 13.00
- Meet with Dr. El Fateh Abu Bakr Labs 17.30
- Meet with Dr. Abdel Gader Mishaal 18.30

Sunday June 22, 1980

Khartoum
- Meeting in office of the Assistant Secretary-General, Supreme Council of Sports
- Meet with Syd. Ahmed Mahdi, Sports Office, University of Khartoum
- Meet with Prof. Abdel Rahman Abu Zeid, Vice-Chancellor, University of Juba (at Juba University Office in Khartoum)
- Visit UNDP Office - xeroxing

Monday June 23, 1980

Khartoum
- Meeting at Higher Institute of Physical Education
- Meeting at Supreme Council of Sports with President and Secretary-General

Depart Khartoum
Arrive Port Sudan
- 15.00 hrs. (by air)
- 16.00 hrs.

Tuesday June 24, 1980

Port Sudan
- Meet with Syd. Mohamed El Hasan Abu Zeinab, Asst. Commissioner, Youth & Sport, Red Sea Province
Wednesday June 25, 1980

Port Sudan
- Meeting at office of the Asst. Commissioner for Youth & Sport
- Meet with Syd. Abdel Rahman Salman, Commissioner Red Sea Province, at this office

Depart Port Sudan - 15.00 hrs.
Arrive Khartoum - 16.00 hrs.

Thursday June 26, 1980

Khartoum
- Meeting at Office of Education
- Office of University of Juba in Khartoum
- Meet with Syd. Abdel Hamid El Jamal, Principal, Higher Institute for Physical Education & Sport.

Friday June 27, 1980

Khartoum

Saturday June 28, 1980

Khartoum
- Visit UNDP (xerocing supplies)
- Meeting at Supreme Council of Sports, President and Secretary-General
- Lunch at Grand Hotel with Syd. Ali Shummu, President of the Supreme Council of Sport.

Sunday June 29, 1980

Depart Khartoum - 10.10 hrs. (by air)
Arrive Paris - 20.30 hrs.
THE SUPREME COUNCIL OF SPORTS

The importance of physical exercise for general health is now fairly well recognized by both State and public throughout the Sudan, hence the term "Mass Sports" which forms part of the titles of the "Supreme Council for Mass Sports" (SCMS) and its subsidiaries "Province Councils for Mass Sports" (PCMS).

Through the various associations, both local and national, sports are encouraged, organised and subsidised by the SCMS and the 18 PCMS which were formed by decree in September 1979.

Philosophy and principles

The philosophy and principles of the SCMS as stated in its constitution are as follows:

1. to create a mass sports movement strongly founded on scientific bases and closely related to the total development plan;
2. to collect statistical data and encourage research in the field of sport;
3. to contribute to the making of the good citizen morally, mentally and physically;
4. to encourage and protect amateur sport;
5. to make for the development of sport which is based on amateurism, voluntary work and self-help;
6. to enact the necessary laws, rules, etc. for the regulation of sport in a socialist state and to draw and follow up the technical and administrative sides of sports plans;
7. to promote co-operation and friendly relations with all sports bodies - Arab, African and International through the organizing of sports competitions and the exchange of experience in the field of sport.

Organization and administration

The SCMS is responsible for the broad policy making for all sports activity throughout the whole Sudan.

Without prejudice to the right of the individual associations to run their own shows, the main duties of the SCMS are:

1. to exercise general supervision of sports activity and to rationalize sport in accordance with the agreed policy;
2. to lay down general programmes and rules with a view to ensuring the satisfactory administration of sport;
3. to lay down the principles and rules that govern the training and qualification of coaches and leaders for the various sports;
4. to draw the Council Budget and approve the budgets of the national associations and to present a Balance Sheet at the end of the financial year.
Sports associations

There are about 20 national associations incorporating 900 local clubs. They include a wide range of sports, e.g. athletics; basketball; billiards; boxing; cycling; equestrian sports; football; gymnastics; handball; hockey; judo; karate; sailing; swimming; squash rackets; table-tennis; tennis; volleyball; weight-lifting and wrestling.

However, apart from football the base of each one of these sports is rather limited.

The Sudan Football Association incorporates some 795 clubs with a total membership of more than 24,000 players. In addition there are thousands of unregistered players of different age groups who play the game only for enjoyment and to keep fit. Since there is no lack of open space there is practically no village or town of any size without at least one football ground. They are invariably "dust" grounds, sometimes with crude wood for goal posts. By and large these facts establish football as the most popular sport in the Sudan.

Sport-for-all

It has already been mentioned the SCMS and the PCMS aim at persuading all people to play sport, but so far there is no nation-wide campaign to get people to do some kind of sport. The SCMS is prohibited by costs, facilities, equipment, technical know-how etc., from realizing this aim at the moment but a start has been made. Annual cross-country runs and cycling races are now encouraged in many towns.

Sports promotion

According to the terms of their constitutions, sports promotion is the responsibility of the individual provinces (PCMS) and the SCMS at the national level. Both give substantial support to sport in their annual budget (e.g. Khartoum PCMS has just voted some LS.22,000 for the less popular sports in its locality).

There is also indirect provincial or central aid in the form of a fairly wide variety of sporting facilities. The provinces are projecting suitable sports complexes in their capital towns. The SCMS is seriously searching for funds to finance a modern sports complex in Khartoum to enable the national associations to stage regional and international contests.

Another indirect provincial or central aid takes the form of paid administrative staff for the local or national associations. The SCMS also meets the cost of training sports personnel at home and abroad.

Sudan Olympic Committee

The Sudan N.O.C. promotes the Olympic activity in the Sudan in accordance with the Rules of the International Olympic Committee (I.O.C.) and maintains and disseminates the Olympic sport. It undertakes negotiations with the I.O.C. and other international organizations and conducts affairs pertaining to the participation of Sudanese delegates in the Olympic Games, the African Games and any such bilateral competitions. Under the Constitution of the SCMS the Sudan N.O.C. enjoys special autonomy.
### SPORTS STATISTICS - 1973-1979

<table>
<thead>
<tr>
<th>Group Sports</th>
<th>Players</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>24,407</td>
<td>44.2</td>
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<tr>
<td>Basketball</td>
<td>4,779</td>
<td>8.6</td>
</tr>
<tr>
<td>Volleyball</td>
<td>6,207</td>
<td>11.2</td>
</tr>
<tr>
<td>Handball</td>
<td>850</td>
<td>1.5</td>
</tr>
<tr>
<td>Hockey</td>
<td>205</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36,443</strong></td>
<td><strong>66.0</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Individual</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>2,042</td>
<td>3.7</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>820</td>
<td>1.5</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>6,038</td>
<td>11.0</td>
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<tr>
<td>Tennis</td>
<td>860</td>
<td>1.5</td>
</tr>
<tr>
<td>Weight-lifting</td>
<td>720</td>
<td>1.3</td>
</tr>
<tr>
<td>Cycling</td>
<td>2,184</td>
<td>3.9</td>
</tr>
<tr>
<td>Squash</td>
<td>67</td>
<td>0.1</td>
</tr>
<tr>
<td>Billiards</td>
<td>208</td>
<td>0.4</td>
</tr>
<tr>
<td>Equestrian</td>
<td>812</td>
<td>1.5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>13,750</strong></td>
<td><strong>25.0</strong></td>
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<table>
<thead>
<tr>
<th>Dual Sports</th>
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</thead>
<tbody>
<tr>
<td>Boxing</td>
<td>1,384</td>
<td>2.5</td>
</tr>
<tr>
<td>Judo</td>
<td>505</td>
<td>0.9</td>
</tr>
<tr>
<td>Karate</td>
<td>650</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,439</strong></td>
<td><strong>4.6</strong></td>
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<table>
<thead>
<tr>
<th>Aquatics</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming &amp; Water Polo</td>
<td>1,569</td>
<td>2.8</td>
</tr>
<tr>
<td>Sailing</td>
<td>30</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,649</strong></td>
<td><strong>3.0</strong></td>
</tr>
<tr>
<td>Chess</td>
<td>977</td>
<td>1.8</td>
</tr>
</tbody>
</table>
The four-year system

Admittance to this system is for boys and girls who have passed their Intermediate School Examination (i.e. Grade 9).

The students will do 4 years at the Institute. During the first 3 years, various science and art subjects are taught, special attention being paid to the subjects related to the primary school curricula. At the end of the 3 years students will sit for an examination under the authority of the Sudan Examination Council. In the final year students study methods of teaching and go for teaching practice in the schools attached to the Institute where they will be expected to teach all subjects and all forms of the primary school. At the end of the year students will sit for Part II of the Examination to qualify for a Teacher Training Institute Certificate.

The one-year system

Admittance is for those who have finished their secondary school education and obtained a Sudan School Certificate. Students are offered theoretical and practical training in all subjects and all forms of the primary school. At the end of the year students sit for an examination under the auspices of the Sudan Examination Council to qualify for a Teaching Certificate.

Evening classes

Evening classes are offered to teachers of both sexes who are holders of Sudan School Certificates and have been teaching for a period of three to four years.

In the first period of their training lasting for two months, they are offered theory and practice in teaching methods in the junior grades of the primary school, after which they return to their schools and come back later in the second period of their training lasting for two months. During this period they are given theoretical and practical training in methods of teaching subjects in the senior grades of the primary school. At the end of the period they will sit for a written examination the results of which are added to their results in practical training to qualify them for a Teaching Certificate.

Institutes for in-service teacher training

These institutes are open for teachers of both sexes who are holders of Sudan School Certificates and who have been teaching for a period of three to four years in the primary school. The course of training lasts for a period of two years during which teachers stay in their respective schools and are regularly supplied with assignments specially prepared by teacher trainers to be later followed up by discussion. At the end of the two-year period, trainee teachers will sit for an examination to qualify for a Teaching Certificate.

Retraining of teachers

Owing to the problems experienced by some schools arising out of the refusal of teachers to teach certain subjects (because they confine themselves to teaching certain groups of subjects e.g. science subjects only or arts subjects only), it has been decided to start an experiment of retaining 100 teachers of both sexes at the Institute of In-Service Training at Rufaa, Gezira Province. Teachers will choose to undergo training in the teaching of two Science subjects plus one elective as an activity or two Arts subjects plus one elective as an activity.
The two activities offered a teacher to choose from are:

1. Physical education;
2. Rural education.

Admittance to the retraining courses will be for teachers from the one-year system, the evening courses and the in-service teacher training institutes.
The Institute was established in 1969 under difficult financial circumstances. It continues to occupy temporary buildings and playing grounds in the hope that the Government will eventually be able to provide for permanent buildings. As a temporary measure, the institute administration resorted to renting houses in different parts of the town to be used as student hostels.

The Institute - where it belongs

According to the President of the Republic Resolution No. 623 dated 18 December, 1977, the Institute became an independent educational foundation, under the supervision of the National Council for Higher Education. Before that the Institute was under the supervision of the Ministry of Education and later on it belonged to the Ministry of Youth and Sports.

Administration

The Institute has an Administrative Council whose Chairman and members are appointed by His Excellency The Minister of Education and Chairman of the National Council of Higher Education. The powers of the Council are defined in the Institutes Act. Its main job is to see that the aims of the Institute are fulfilled. The Chairman of the Council forms the link between the Council and the National Council of Higher Education in matters concerning the Institute.

The Institute has a Principal appointed by H.E. the Minister of Education and Chairman of the National Council of Higher Education. He is responsible for the general supervision over the Institute academically and financially. The Principal is an ex officio member of the Administrative Council and is also Chairman of the Academic Board and Staff Council.

The Principal is assisted by the Deputy Principal in all matters. He is a member of the Administrative Council.

The aims of the Institute

1. To train teachers of physical education for different games in different educational levels.

2. To train supervisors of physical training to work in camps, youth centres, factories, sports unions and organized forces, etc.

3. To train well informed supervisors for various sports activities to contribute in promoting the general standard in these various activities.

4. To undertake the task of preparing and publishing scientific researches concerned with different fields of physical education.

5. To promote the qualifications of those who work in different fields of physical education and youth welfare.

6. To exchange experiences with parallel institutes in and outside the country.
REQUIRED QUALIFICATIONS AND ADMISSION CONDITIONS

2. Students should be physically fit.
3. The competition is conditioned by:
   (a) 50% for academic qualifications;
   (b) 40% for physical fitness;
   (c) 10% for personal distinction.

Note: Admission takes place through the unified admission committee, University of Khartoum.

Courses

As for theoretical subjects, the Institute provides a co-educational system, except in the case of practical subjects. The course of study includes:

1. Practical
   (a) Gymnastics.
   (b) Games (including swimming, boxing, wrestling and fencing).
   (c) Athletics.

2. Theoretical
   (a) Professional subjects.
   (b) Educational subjects.
   (c) Health subjects.
   (d) National subjects.

Duration of study

1. 4 years study for regular students.
2. 1 years study for students on scholarships from the Ministry of Education, Youth Department and Organized Forces.

Certificates

1. As planned in the curriculum, regular students, on the successful completion of their course, should be awarded B.A. Degree. But for reasons regarding the present limited human and physical resources of the Institute, they are awarded Diploma instead.
2. Special training course certificate for students on scholarship.
Number of students accepted

The Institute annually accepts 25 regular male students and 15 regular female students, subject to increase in future. It also accepts 40 (both sexes) scholarship students. The development plan aims at achieving the projected increase in full-time and part-time students.

Posts for graduates

1. Schools and educational institutes.
2. Youth centres.
3. Organized forces.
4. Factories and sports clubs.

Studies and accommodation facilities

Free accommodation facilities are provided for regular students with a monthly 5 pounds bursary.

The academic staff

Both full-time lecturers and part-time lecturers are qualified. Most of them had their training in Egyptian Universities and Institutes and are holding B.A. Certificates. The others had their training locally and are holding the Institute's Diploma.

Present situation of the Institute

The Institute now includes two classes for regular students (2nd and 1st year) and a third class for students on scholarships. In practice the Institute failed to accept fresh students for the academic years 73/74, 74/75, 76/77 and 77/78 for reasons related to problems of students' accommodation facilities and allied problems.

Finances

The Institute is financed by the Central Government through the Higher Education Grants Committee.

Budget

The annual budget of the Institute has three chapters:

1. Salaries and allowances.
2. Services.
3. Equipment and furniture.

Campus of the Institute

The Institute at present has few classrooms, offices and sport grounds, which in fact belong to the Polytechnic. Proposed new Institute site, buildings and constructions are submitted to the authorities for study and approval. (See Appendix).
Library

The present Institute library contains about 100 reference books kept in classes and student hostels until a place for it is built. A sum of 2,000 Sudanese Pounds is budgeted for purchasing books in 1980.

Societies

Student societies cover various fields of activities: social, academic, cultural, etc. These activities are supervised jointly by the Dean of Students and the academic staff.

Tours

The Institute encourages student tours (inside the country and abroad). These tours are organized by the Dean of Students and the academic staff and they are financed by the Institute.

Proposed area, buildings and constructions

Area and site

About 200,000 sq. metres in the vicinity of Khartoum.

Buildings and constructions

1. Offices

1 office for the principal.
1 office for the vice-principal.
6 offices for academic staff (large ones).
4 offices for clerks and accountants.

2. Classrooms

10 classrooms (large) for students (boys and girls).
1 lecture hall with seats for 200 students.
1 lecture hall with seats for 500 people.
1 central library.

3. Boarding houses and attached buildings

1 boarding house for 250 boy students.
1 boarding house for 150 girl students.
1 kitchen with combined dining-room for 400 students.
1 canteen.
1 students club (hall, theatre, 1 large room and 3 small rooms).
1 guest house for 6 persons.
1 clinic with three rooms.
4. **Sports halls and grounds**
   - 1 gymnasium (50 x 25 x 10) surrounded by seats.
   - 4 halls (20 x 10 x 7) for boxing, wrestling, fencing and gymnastics.
   - 1 international swimming pool (50 x 20).

5. **Outdoor fields**
   - 1 main football pitch with international track.
   - 2 fields for football and hockey.
   - 4 basketball courts.
   - 4 volleyball courts.
   - 2 tennis courts.
   - 2 handball courts.
   - 2 squash racket courts.
   - 1 central store.
   - 500 small lockers for changing clothes.

6. **Other buildings**
   - 1 staff club.
   - 20 houses for staff.
   - 1 flat for lodging other officials.
   - 1 high fence with small rooms for guards.
   - 1 central air cooling.
UNIVERSITY OF JUBA

Founded in 1977, the University of Juba is one of two new universities in the Sudan. Today, it has a student enrolment of 450 and a faculty of 75. The following colleges are located at the University.

1. Natural resources and environmental studies
2. Medicine
3. Education
4. Social and economic studies
5. Adult education and training

The University of Juba is developmental in concept, practically oriented and dedicates itself to the training of university graduates as well as middle-level cadres.

Having the philosophy of linking higher education to environmental needs (especially those of the rural population) enables the University to experiment with new ideas and to break the tradition-bound systems of higher education.

The University plans to introduce physical education into its programme with wide-ranging sports as obligatory to all students who will be required to pass examinations in the elements of physical education.

The University of Juba foresees a student enrolment of 1,050 by the year 1982 when the completion of various teaching facilities is envisaged. Future development suffers, however, from a lack of funds, which may consequently delay the implementation of new programmes.

In addition, there exists a lack of professional staff, facilities and basic equipment. There are also difficulties with the physical infrastructure. Because the campus is on a slope, there is heavy soil erosion. In order to further develop the area effectively, the terrain must be properly levelled.
UNIVERSITY OF KHARTOUM

The foundations of the present University of Khartoum were laid as far back as 1898 when Lord Kitchener decided to build a college in memory of General Gordon.

The modern University of Khartoum was the result of the natural transformation of the University College of Khartoum when the country became independent in 1956.

The University comprises ten faculties:
1. Agriculture
2. Arts
3. Economic and social studies
4. Engineering and architecture
5. Education
6. Law
7. Medicine
8. Pharmacy
9. Science
10. Veterinary science.

The number of academic and equivalent staff is approximately 516. The number of students enrolled up to September 1974 was 6,308 of which the number of women students was 654. The University is entirely residential and in the past years many new hostels have been built capable of housing approximately all the students.

General, honours and post-graduate degrees and diplomas are awarded by all the Faculties.

No formal Department of Physical Education exists at the University. An Administrative office is set up, however, to run the physical education and sports activities, including inter-collegiate and intra-mural activities. The staff is comprised of graduates of the Higher Institute for Physical Education, Khartoum, and is equipped to teach basic physical education skills and coach various sports.
KEY CITY MAP OF THE SUDAN