

**TABLE 2**  
**Estimated numbers of livestock in Sudan, 1985-92**  
 (thousands of head)

Year	Cattle	Goats	Sheep	Camels
1985-86	19,632	13,799	18,690	2,712
1986-87	19,739	13,942	18,801	2,705
1987-88	19,858	14,196	19,207	2,722
1988-89	20,167	14,482	19,668	2,732
1989-90	20,593	14,843	20,168	2,742
1990-91	21,028	15,278	20,701	2,757
1991-92	21,600	18,700	22,600	2,800

Source: Government of Sudan; UNIDO.

the world's use of the product, which is derived from the acacia tree.

As of the mid-1980s, the principal exports, in rank order of cash value were: cotton, gum arabic, sesame, and peanuts. In addition to that were a variety of other agriculture exports, including meat and livestock.

**Table 2** shows the growth trend in Sudan's national livestock inventory in recent years. This past year, livestock numbers increased sharply because of the good rainy season, and good provision of inputs. Several institutions are intervening to develop the livestock sector, including "The Livestock Bank," with branches all over the country, and the Anaam Corp. (*anaam* means "livestock" in Arabic).

The principal imports to Sudan, in rank order of monetary value were, as of the mid-1980s: manufactured goods, transport equipment, machinery and other equipment, foodstuffs, chemicals, and petroleum products.

In the mid-1980s, Saudi Arabia was the single largest trade partner, accounting for about 15% of Sudan's imports (mostly petroleum), and buying 14% of Sudan's exports. Other important trade partners included the United States, Britain, Germany, Japan, France, and Italy.

### Mineral and oil wealth

Among the diverse rock formations in Sudan are identified deposits of a range of minerals including gold; sulphides of copper, zinc, and silver; chromite ores, iron ores, tungsten, and manganese. There are gypsum, silica sands, and many other economically useful deposits.

Exploration for oil began in the 1950s, and has identified several major fields. In 1993, Sudan for the first time ever, began to pump and refine its own oil.

The Sudanese "Comprehensive Plan" for the future calls for foreign investment in economic infrastructure for the purpose of "raising the volume of such investment in the agriculture and agro-industrial sector to the highest possible level," and using oil and mineral export revenues for that purpose.

# Sudan emphasizes better education

by Muriel Mirak-Weissbach

The education reform launched by the Bashir government of Sudan is sure to be seen as a *casus belli* from the British oligarchical standpoint. As that standpoint was enunciated by Lord William Rees-Mogg, a principal spokesman for the British monarchy and its elite Club of the Isles, in a commentary in the Jan. 5 London *Times* entitled "It's the Elite Who Matter—In Future Britain Must Concentrate on Educating the Top 5%, on Whose Success We Shall All Depend," upwards of 95% of the population would barely survive as uneducated, brutish serfs, in bondage to the remaining 5%, who will form a new feudalist elite (see *EIR*, Feb. 17, p. 37).

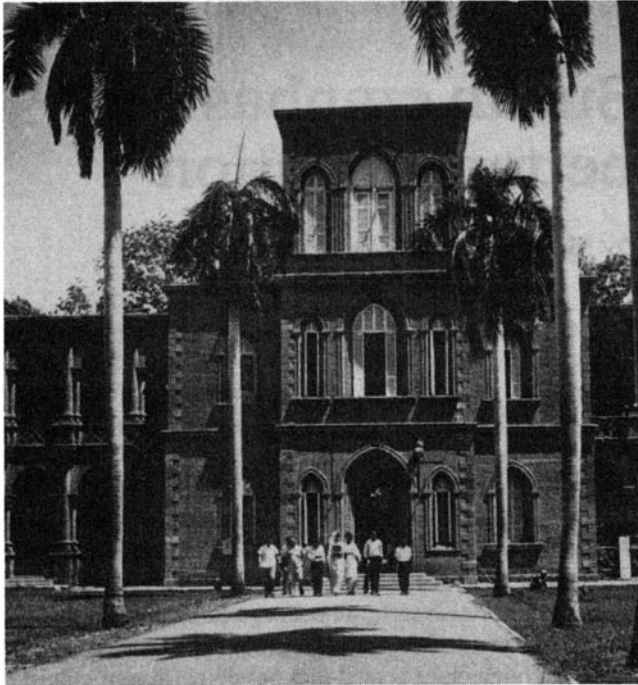
If the oligarchy pursued that policy consistently during its colonial control over Sudan, with the aim of skimming off the top 5% of the subject population, putting it through British-type schools, and deploying it as its local lackey class, the new trend constitutes the opposite.

For the British, who controlled Sudan from 1898 to 1956, "education" was a means to ensure total control over the subject population. This involved destroying the existing school system and supplanting it with a British system, limited to those few chosen to be administrators for the masters.

In Egypt, for example, there were 5,000 traditional schools, and the famous Islamic university Al Azhar, which had 8,000 students and 300 professors. Britain disinvested in the traditional sector after it occupied the country in 1880, forcing instruction in English rather than classical Arabic. Governor-General Lord Cromer reportedly fought to prevent the founding of *any* universities, for fear they would become places to "manufacture demagogues." Thus, Cairo University was founded only in 1907. By the time the British left Egypt nominally independent, "the country had in its official modern educational sector no more than 10 secondary schools with 3,800 pupils (43 of whom were girls)."

In Sudan, British education policy was part and parcel of its attempt to create in southern Sudan what one historian has dubbed a "Christian, anti-Islamic bantustan . . . more rigidly controlled and also far larger and more important than any of those being set up in South Africa" (see article, p. 47). In 1922, the British sealed off the south from the north. In order to form a layer of southern lackeys, the British set up schools through the missionaries, which were dependent on the colonial power.

In the south, the British went to work to replace Arabic with English as the medium of education. Although the gov-



*The University of Khartoum, Sudan's first university, was established in 1902 under British auspices. Today, the Sudanese government has an ambitious program of building new "Sudanized" universities.*

ernor-general of Sudan thought "Arabic, after all, in spite of its risks, must be our instrument," in 1928, the colonialists put through six local dialects and English as the languages of instruction. Arabic "would open the door for the spread of Islam [and] Arabize the South," they feared, and they banished Arabic from the south. The local, tribal dialects were taught in written form through a Latin alphabet (not Arabic script), and were used for the elementary schools, which offered four years of instruction for clerks and employees of the government. The older students used English. By 1920, according to historian Jansen, "There were only 11 higher elementary schools in the whole area, and that figure remained stationary for the next 20 years" (emphasis added). Sudan's sole institution of higher education, Gordon College at Khartoum, taught in English, except in "Arabic and Islamic subjects."

### **Rectifying the wrongs**

Rectifying the wrongs perpetrated by the British has not been easy. The Sudanese started in the early years of independence to Sudanize the schools, by manning them with Sudanese. However, the teaching methods employed, the textbooks, and in many cases the language remained that of the colonial masters. As one Sudanese would tell the story of being a student in the early post-colonial days, he felt proud to be caned and whipped in school—according to traditional British methods—but "at least it was a Sudanese who was

caning me."

In 1989, the Bashir government radically altered the course of education policy. The basic thrust of the policy is to take education to the people—where they live. This means reestablishing a national network of local schools and creating, for the first time, universities, not only in the national capital, but throughout the country, in its new federal structure.

Minister of Higher Education Prof. Ibrahim Ahmed Omer explained in an interview in *Sudanow* magazine in May 1991, what the objectives of the reform are. Professor Omer laid out the plan to open new universities in the new federal states of Sudan, to alleviate the problem earlier manifested, whereby "large numbers of secondary schools leavers were unable to find university places, as the few universities had only limited resources." To create new universities, the education budget had to be significantly increased. In addition, Omer reported, "Many people in the various states have made donations so that they can have their own universities. Funds which were previously spent on sending students abroad will be used for these universities." This does not mean that the states have responsibility to fund the universities, but that donations locally are accepted. As for the costs, 400 million Sudanese pounds were spent in 1990 and 470 million pounds allocated for 1991, plus donations.

The new universities—17 of which have been founded since 1989—are oriented to local economic needs. Thus, for example, in a state with great mineral resources, faculties of mineralogy, metallurgy, and mining will be privileged, while certain faculties, like law and religion, will be standard everywhere. The same is true of areas with great agricultural potential, large animal herds, oil resources, and so on. The idea is to graduate students who will become the cadres leading the economic development of their states. In 1991, when the minister of education gave his interview, there were nine federal states; now, there are 26, since the February 1994 decentralization took effect. To provide educational opportunities for those students whose states do not yet have their own universities, a quota system was established, already back in 1991, whereby, according to Professor Omer, "we allocate 20% of total university enrollment to less developed states or to those with severe manpower shortages."

By August 1991, many new universities had been founded, among them the Sudan Open University, the East, the Kordofan, the First September, and the Wadi Al-Neel universities. The Sudan University in Kordofan became the second university after the University of Khartoum. Although plans to establish such a center of learning go back to 1963, and a decree for its founding was issued in 1981, it was not actually established until 1990. It was founded under the supervision of the Agricultural Research Center at Al-Obeid, and has a faculty of Natural Resources and Environmental Studies, plus five departments—agriculture, veterinary sciences, pastures, land science, and water programming. Further devel-

opments were planned in 1991 for a faculty of Medicine and Health Sciences, Education, Engineering and Mining Economics, and Business Administration.

Darfur University, already planned under President Nimeiri, started with faculties of education, medicine and health sciences, agriculture, veterinary medicine, and social studies. This university admitted 200 students in 1991. In the eastern states, there is the Eastern University, which has faculties of medicine, education, natural resources, fishery and marine sciences, engineering and applied studies, economics, petroleum and mines, and the Islamic College. As the *Horn of Africa Bulletin* reported, in 1991, "The intake of the country's ten universities and polytechnics is being doubled again this year to 20,000 students. This was announced by the Higher Education Minister, Prof. Ibrahim Ahmad Omar."

In Kassala, the university started with medicine and education. In Port Sudan, the university features Fishery and Marine Sciences, the first of its kind. It had 200 students in 1991. Further universities were to be opened in Malakal (upper Nile), Wau (Bahr al Ghazal), Juba, Al-Imam Al-Mahdi, and Al-Azhari.

The University of Khartoum (which used to be called the Gordon Memorial College, established in 1902), was the first to allow women students, in 1945. The Khartoum branch of the Cairo University, founded in 1955, allowed co-educational instruction. In 1961 the Higher Teachers Training Institute was founded, and enrolled many women, as did the Shambat Agricultural Institute, established in 1954 and the Khartoum Polytechnic.

The Khartoum branch of Cairo University was under Egyptian control, and teaching for the 25,000 Sudanese students focused on an Egyptian curriculum, taught exclusively by Egyptian professors. Sudanese students received no training in matters suiting them for work in Sudan: The Sudanese economy, its legal system and history, were ignored. Sudanese students had to pay high tuition and book fees. In March 1993, the Sudanese government "Sudanized" the university and renamed it Al-Nilein University (the university of the two Niles), much to the disgruntlement of the Egyptians.

Important in the Sudanese educational reform process has been the introduction of Arabic as the language of instruction, as per a decree in 1991. Iraq made a precious contribution by providing Arabic language textbooks free of copyrights. English has been maintained as a foreign language, which students are encouraged to learn, but Arabic is the basic vehicle of instruction. Dr. Hassan al Turabi further notes that it would be very important for the Sudanese to finish efforts to publish complete dictionaries in various branches of knowledge establishing precise terminology in Arabic. Furthermore, he said he thought the fact that books would be available in Arabic would mean that knowledge would be available to all classes in society, not just the privileged.

## Sudan's political system today

by Muriel Mirak-Weissbach

Since 1989, the Republic of Sudan has developed a federal system, led by the President. In upcoming elections slated for 1995, the President is to be elected directly by the electorate. The Constitution is in the process of being elaborated. Citizenship is available to all Sudanese, regardless of culture, belief, or ethnic origin.

The count is to be organized through congresses at various levels, which are to provide for participatory democracy. Thus, at the local level, citizens meet to elect a Popular Committee. Popular Committees in turn make up the Council Congresses, which make policy and elect an Administrative Council which is mandated to implement policy. From the local congresses and administrative councils are elected members of the Province Council. The Province Councils, in turn, elect members of the State Congress, who also come from four Sectorial Conferences (Economic, Social Cultural, Youth and Students, and Women). The State Congress elects a specified number of representatives to the State Legislative Assembly, whose members are also drawn by direct election according to geographical representation.

The National Congress consists of persons promoted from the State Congresses and Assemblies, and from National Sectorial Conferences, which are Economic, Social Cultural, Youth and Students, Women, Legal, Administrative, Diplomatic, Defense, and Security. This body elects a number of members to the National Legislative Assembly, which also includes members elected directly on geographical criteria.

The current Transitional National Assembly is composed of 250 members, nominated as representatives on geographical, professional, cultural, ethnic, and religious bases.

The federal government, made up of ministers nominated by the President and ratified by the Transitional National Assembly, constitutes the Executive branch, flanked by the legislative assembly and the federal judiciary. The federal government is responsible for federal legislation; armed forces and defense affairs; national security; federal judiciary, public prosecution, and advocacy; foreign affairs, international representation, and external information; borders; nationality, immigration, passports, and aliens' affairs; customs; taxation (other than state taxes); planning of national economy and foreign trade; national development; currency and coinage; federal transport; inter-state highways; telecommunications; planning for higher education; education,