University of Khartoum

Institute of African & Asian Studies

Problems of Manpower Planning in the Sudan: A case Study of Graduates

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Table of Contents

Acknowledgement .............................................. 1
Abstract (English) .............................................. ii
Abstract (Arabic) ............................................... iii
List of Tables ................................................... iv

Chapter One

INTRODUCTION

1.1 Research Problem ........................................... 1
1.2 Selective Literature Review ............................... 2
1.3 Main Research Objectives and Inquiries ............... 10
1.4 Research Methodology ..................................... 11
1.4.1 Source of Data and Limitations ..................... 11
1.4.2 Approach Used to Analyse the Data .................. 12
1.5 Structure of the Study .................................... 13
Foot Notes ....................................................... 14
CHAPTER TWO

INVESTMENT IN HUMAN CAPITAL AND AN OVERVIEW OF THE SUDANESE EXPERIENCE IN MANPOWER PLANNING

2.1 Introduction ............................................. 16
2.2 Investment in Human Capital ............................. 17
2.3 The Concept of Manpower ............................... 19
2.4 The Concept of Manpower Planning ..................... 21
2.5 Development of Manpower Planning Concept ............ 22
2.6 An Overview of Manpower Planning in the Sudan ........ 24
2.7 Summary .................................................. 27
Footnotes ..................................................... 29

CHAPTER THREE

BACKGROUND TO THE DEVELOPMENT OF HIGHER EDUCATION IN THE SUDAN

3.1 Introduction ............................................. 32
3.2.1 University of Khartoum ............................... 35
3.2.2 Omdurman Islamic University ......................... 44
3.2.3 Cairo University - Khartoum Branch ................. 47
3.2.4 University of Gezira ................................ 44
3.2.5 University of Juba ................................. 48
3.2.6 Ahfad University College ............... 51
3.2.7 Omdurman Ahlia University .............. 51
3.2.8 Other Regional Universities .............. 53
3.3 Technical Education
3.3.1 Khartoum Polytechnic ..................... 54
3.4 More Specialised Institutes
and Colleges ................................ 57
3.5 Other Departmental and Ministerial
Institutes ..................................... 59
3.6 Post-Graduate Studies ...................... 60
3.7 Summary .................................... 65
Footnotes ..................................... 67

CHAPTER FOUR
THE INTAKE OF HIGHER EDUCATIONAL
INSTITUTIONS IN THE SUDAN
4.1 Introduction .................................. 72
4.2 An Overview .................................. 73
4.3 The University of Khartoum as
a vanguard of Higher Education
in the Sudan .................................. 78
4.3.1 The Intake of the University of
Khartoum 1979/80 - 1986/87 .................. 78
4.3.2 The Intake to the University of Khartoum by Regions......................... 82
4.3.3 The Intake of the University of Khartoum by Sex 1979/80 - 1986/87......... 85
4.3.4 Distribution of the University of Khartoum Students According to Their Guardian's Level of Income and Level of Education......................... 88
4.2.5 Graduates of Khartoum University Compared to the Total Output of Higher Educational Institutions 1976/77 - 1982/83.......................... 93
4.4 Summary .................................................. 96
Footnotes ...................................................... 98

CHAPTER FIVE
UNEMPLOYMENT AND ECONOMIC PERFORMANCE IN THE SUDAN SINCE 1970

5.1 Introduction .............................................. 107
5.2 The Performance of Sudan Economy Since 1970 .................................. 109
5.2.1 Economic Difficulties since 1970 by Sectors ................................. 116
CHAPTER SIX

DATA ANALYSIS

6.1 Introduction .................................. 124
6.2 Recruitment Board Committee for the Central Public Service ................. 125
6.3 Ratios Between Registration and Employment of Graduates ................... 126
6.4 The Distribution of Graduates According to Sex and Specialization
   1982/83 - 1986/87 ................................ 127
   6.4.2 Male Employment: Selected Departments of Humanities and Social Sciences 1982/83 - 1986/87 .......................... 127
   6.4.3 Female Employment: Applied and Pure Sciences 1982/83 - 1986/87 .... 128
   6.4.4 Female Employment: Selected Departments of Humanities 1982/83 - 1986/87 ........ 128

Footnotes ........................................... 128
CHAPTER SEVEN

CONCLUSION AND POLICY IMPLICATIONS

7.1 An overview ........................................... 139
7.2 Policy Implications .................................. 170

7.2.1 Short-term solutions.................................

7.2.2 Medium and Long-term solutions................... 181
<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Post-Graduate Students During the Period 1974 - 1982</td>
<td>62</td>
</tr>
<tr>
<td>4.1 Growth of Academic and Technical High Secondary Schools</td>
<td>75</td>
</tr>
<tr>
<td>4.2 Growth of Sudan Certificate Candidates and their Admission to the Higher Educational Institutions 1975/76 - 1986/87</td>
<td>77</td>
</tr>
<tr>
<td>4.3 The Intake of the University of Khartoum 1978/79 - 1979/80</td>
<td>79</td>
</tr>
<tr>
<td>4.4 The Intake to the University of Khartoum by Regions</td>
<td>82</td>
</tr>
<tr>
<td>4.5 The Intake of the University of Khartoum By Sex</td>
<td>86</td>
</tr>
<tr>
<td>4.6 Distribution of the University of Khartoum Students according to their Guardian's level of income</td>
<td>91</td>
</tr>
<tr>
<td>4.7 Distribution of the University of Khartoum Students according to their Guardian's level of Education</td>
<td>92</td>
</tr>
<tr>
<td>4.8 The Percentage of University of Khartoum Graduates to the total output of the Educational Institutions</td>
<td>94</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5.1 Losses and Profit Incurred by Public Agricultural Corporations, 1976/77</td>
<td>104</td>
</tr>
<tr>
<td>5.2 Actual Production and Design Capacities for Sugar Factories 1976/77 - 1985/86</td>
<td>116</td>
</tr>
<tr>
<td>5.3 Actual Production and Design Capacities of the Spinning and Weaving Factories 1976/77 - 1985/86</td>
<td>114</td>
</tr>
<tr>
<td>5.4 Deficit in the Balance of Trade 1976/77 - 1985/86</td>
<td>115</td>
</tr>
<tr>
<td>6.1 The Supply of the Unemployed Graduates During the Period 1982/83 - 1986/87</td>
<td>126</td>
</tr>
<tr>
<td>6.2 Ratio Between Registration and Employment April 1978/March 1979 to July 1985/31 March 1986</td>
<td>134</td>
</tr>
<tr>
<td>6.3 The Distribution of males Employment in the Applied Sciences Faculties to the total number in respective years and to the Registered males for the Period 1982/83 - 1986/87</td>
<td>136</td>
</tr>
<tr>
<td>6.4 Male Employment : Selected Departments of Humanities and Social Sciences 1982/83 - 1986/87</td>
<td>137</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6.6 Female Employment: Selected Departments of Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>1982/83 - 1986/87</td>
<td></td>
</tr>
<tr>
<td>6.7 Expected and Actual Numbers of Graduates in the Sudan from Faculties of Higher Education 1961/62 - 1970/71</td>
<td>246</td>
</tr>
<tr>
<td>6.8 Expectations of the six-year plan 1977/78 - 1982/83 from High-level Manpower</td>
<td>24.5</td>
</tr>
<tr>
<td>Appendix (2) The Unemployed Graduates 1982/83 - 1986/87 (Arabic)</td>
<td>24.7</td>
</tr>
<tr>
<td>Appendix (3) The School drop-out 1990 - 1994 (Arabic)</td>
<td>24.0</td>
</tr>
</tbody>
</table>
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The words are limited, but, the feeling is not; how can one then express the unlimited with the limited?

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of typing this manuscript.
The basic objective of this study is to investigate the causes of the high rate of unemployment of graduates of higher educational institutions in the Sudan. The study attempts to establish whether this high rate of unemployment of this category of human resources results from lack of manpower-planning, such that expansion in higher education is not related to the country's socio-economic development plan. Such unemployment could also result from the sluggish performance of the economy.

The study relied mainly on secondary data. This data was obtained from the Ministry of Labour and Social Insurance, the Recruitment Board, and the central public Service. Interviews were also conducted. Among those interviewed were the deputy director general of the Selection Committee, Head of the department of psychiatry at the University of Khartoum and eight hundred of unemployed and some employed graduates.

Scarcity of data and unavailability of systematically collected data are some of the limitations of the study.
sluggish economic growth expansion in higher education enrollment is not coordinated with the needs of the economy and the national plans for socio-economic development. The employment of graduates worsened from the late 1970s and early 1980s as the effect of the austerity measures introduced in 1978 began to be felt.

However, unemployment was not evenly distributed among the various fields of higher education. For example, graduates of medicine, dentistry and pharmacy experienced only brief periods of unemployment between graduation and absorption. While the physicians and dentists are usually absorbed by the public sector, the private sector is the main employer for the pharmacists. In the fields of social science and humanities the graduates of banking, statistics, and cost accounting have kept better internes of getting employment. This is because of mushrooming of foreign banks and foreign non-governmental organizations as well as the general expansion in the commercial sector in recent years.
A disturbing feature of graduate employment in the public sector is the misallocation of human resources. For example, graduates of psychology, history and Islamic Studies are absorbed in the department of Customs and Excise Duties. This will have long-term negative consequence on the performance of the public sector.

There are vacant government posts because of the government decisions to freeze employment in the public service. The reason for this decision is unrevealed. It could be for the lack of finance or to give room for corrupt practices through back door recruitment.

In the short run we suggest the filling of the vacant posts in the public sector. Also the general economic environment should be improved so that the private sector can expand and provide more employment opportunities. Moreover, the private sector should be helped to use the advantage of employing graduates of higher institutions. Furthermore, we have to reach political decisions regarding the international financial institutions, so as to ease their restrictive conditionality. In addition to that, we have to put an end to the war in the South because it has drained
public sector and may be consequently better economic performance, leading to more job and employment for more people.

Finally, overall expansion of higher education and enrollment in various disciplines should be coordinated with development plans.
العرض من هذه الدراسة يشير إلى أهمية القيادة في السعودية والتحديات التي تواجهها في مواجهة التحديات. يدعم هذا الوضع إذا كانت البطالة في السعودية والتحديات المتمثلة في عدم وجود حلول بمثابة بيئة إيجابية لمنطقة التكنولوجيا في البلاد. ونتيجة تبعية البلاد إلى الآباء المحترف للتصميم.

واختتام الدراسة من حيث المعلومات المقدمة، حيث أصدر الجماعة الحكومية التي تدريسها الحوزة في وزارة العمل والتنمية الاجتماعية، أنه لا يمكن أن تكون تلك المشاكل في السابق (2014) خارج ونشاط استثمار خص عن الطريق للخروج في المجال. مثل ذلك، يتضمن تعديلات是多少 الإجتماعيات والحكومات العوامية. لذا، وهو يرى أكثر من رؤية في حالة تقدم والمثابرة مثل رئيس شعب.

بوضوح الدراسة إلى أن تراكم سويا الجامعات والمدارس العالية في السعودية، أثر في السياسة الاقتصادية التي تبعدها الحكومة من بيئة الإجهاض والتركيز الاقتصادي، التي بدأت الحكومة من هياكل المباني وال combineReducers في إنتاج_utc خصوصًا المدارس، والذي يركز في موضوع القيادة على إعداد الاعتماد السوداني بمرور لم يذكره التاريخ الاقتصادي في السودان من قبل.
من خلال الإجراءات الأخيرة، انبعاث العديد من عوامل الازدحام.

تعدّ دولة بالا في موضوعات السياسة التعليمية.

الطريقة المبتكرة في تحسين القضاء في التعليم.

لا يوجد أي تغييرات في المادة السابقة. كما أن الإطار.

الثاني هو المخدم الرئيسي لحريات الحقيقة.

على الرغم من أن بعض من عوامل الكثرة.

الطريقة بها ذكرت في الأتمام أغلب من رصيناتهم في.

التعليمي الأخرى. وهذا الشيء الذي لا علاقة.

إلى شكل النموذج من بعض نصائح النصائح والإصلاحات.

التكيف.

وعلى نية الطاقة المؤثرة لهذه الشخصيات إستشار.

النوعي الإيجابي والقبول عبر الحكومة والتوعية العام في.

التعليمي الذي عم البلاد في السنوات الأخيرة.

من خلال الإجراءات الأخيرة، انبعاث العديد من الواردات المكثمة.

بطرق السهلة الوصول في سياسة كثوارها الحالية من.

الازدحام. مثال لذلك سعد أن يمثل الحاكم ورموز الاستغلال.

العديد من موضوعات علم النفس والتاريخ والإعلاميات.

الأخلاقية في مجالات صاحب حدود وروم عناصر الآخر.

الذي يعود مرارًا داخليًا الممارسات في المستوى السهلي.

على الصعيد الأخر، يجب أن نستذكر بعض النهج، في بعض
الوجبات الحكومية تظل تغذيّة، دون نكر أي ميزونات لدعم الإستقلال، ولا يرجى أن تكون الموجودة اللازمة لمجابهة الاضطرابات، أو فيهما تم ملء هذه الوظائف عن طريق الإيابات الضرر.

أخيرًا، هذه الأدوات تزعم عملية توازن بيولوجي المؤسسات التعليمية الط النشاط المدرس للتعليم في السودان، إضافةً إلى بناء معدل نحو في الاحتياج السودان.

وعلى نحو المفتيات التي تكشف عنها الفراغات طولًا وقرار

عدد من المعاهدات مبكر منها النص.

-قم نموذج الوجبات الحكومية بالأسس في إرسال الوظائف الإستقلال إلى لجنة الإحصاء وذلك لجعلها يمكنها من إجراء الجدلي على الأمور القريبة.

-تشجع الطاقم الطالب بالإسهام في معرفة التعليم العالي، وذلك بإضافة الإسهام الذي يعد من ذلك تنشيط الطالب.

-التواصل مع قرار صياغة بناء بعض التحويل الدولي، ورغم بسانتها الانكماش بسبب في الظل المضم الجدي.

-essment الاختيارات السودان مبكرًا جدًا.
members of the society. Education, which widens people knowledge and understanding of their environment and economic duties works as a fundamental input for economic development for the poor society. Educated people are better equipped to perform their economic functions and to use more productively national resources for the benefit of society at large. Thus, broadening of educational opportunities and better utilization and employment of the graduates are very significant prerequisites of economic development in a poor country like the Sudan. Given this fact, it is ironical to find that in the Sudan the size and the number of the unemployed graduates of the higher educational institutions has been growing overtime. A substantial proportion of the Sudan’s trained manpower are not contributing into the production process. It is this problem of unemployment of the graduates in the Sudan that we want focus on in this research. We will investigate the reasons and the consequences that have resulted from the phenomenon of unemployment of the graduates.

1.2 Selective Literature Review

Historically the problem of Unemployment was old and it dated back to the late 1920s and early 1930s. According to Omer, "unemployment came to existence as an economic problem in early 1930s which coincided with the events of the world economic depression and the emergence
of the industrial expansion". Although the phenomenon of unemployment is old in the economic history, it suffers from the lack of universal and generally accepted definition and also suffers from the lack of measurement and estimation of unemployment rate and level. As Tony Killick argues: "the definition for unemployed person is some one who has no work, is willing to work at existing wage rates and is actively looking for a job". On the other hand, El-Yan Speed state, that "... the unemployment are those who were having jobs in the past, but they are jobless at the time of the survey". This last definition is criticized on the basis that it is biased and one-sided. It considers only those who had a previous access to jobs and dismisses those who had not, and have a desire for work, such as the fresh graduates from the Universities and other educational institutions. A third definition of the term unemployment states that "the unemployed person is that who is able and prepared to do work which has an economic and social return, but, unfortunately, he fails to find it." This definition is also incomplete, because it ignores the fact that there are people who are voluntarily unemployed. In addition, we would like to point out that not all of the able and prepared people have a desire to do work. In fact, some of those people sometimes, prefer to remain idle. According to Omer, man who is free from work for
reasons beyond his control". In my view, unemployment means less job opportunities than the number of people who are seeking them.

Having dealt with the definitional problems we would like to shed some light on the techniques and ways of measuring unemployment. In this study, two direct methods of measurement of unemployment are used. The first method depends on the records of employment offices which belong to the Ministry of Labour. According to the Sudan Labour Act, recruitment of fresh graduates for public service has to be done by the Recruitment Board Committee. Within this context, the unemployed are defined as those who are ready to work but can find one. The criterion of work by using this method is the seeking of the work itself. The second direct method for estimating unemployment is to quantify the labour force through studies that depend on statistical surveys done for different samples of population. On the other hand, there is an indirect method for measuring unemployment. This method makes a comparison between the employed segment of the population and those who reach to official defined age of work. This method does not directly result in aggregate figures.

There are nine types of unemployment that would be specified. First there is frictional unemployment. This type of unemployment is connected with the usual labour
force.\(^{11}\) In other words, demand-deficient unemployment occurs when the level of aggregate demand for labour is too low relative to the supply of labour at the current real wage to clear the market. The remedy of this type of unemployment is by raising the level of aggregate demand.

Residual unemployment occurs due to other unmentioned causes and it includes all people regarded as unemployable due to the reasons of physical and mental disability.\(^{12}\) This type is sometimes called the impaired unemployment because people may work full-time, but, their intensity of work is seriously impaired through malnutrition or lack of common preventive medicine \(^{13}\).

The eighth type of unemployment is created by technological progress and it is called technological unemployment. Technology produces redundancy and displacement of workers in the short-run. It is assumed that the problem will be solved in the long-run because the demand for labour will increase. As a result of introduction of the new technology, output and productivity levels will increase resulting into reduction of aggregate cost, increase in output and per capita income and push in the demand which will estimate the economy and open up more job opportunities. In the short-run as we have mentioned, there will be some unemployment due to immobility of labour and also to the
fact that any expansion of demand will take time to develop (4).

The last type of labour wastage is called underemployment. This refers to the situation where people are working less than full time and they could work more.

As we argued earlier, there are very few studies that have focussed on the area of unemployment. In the international arena, El-Yes Seead showed that the major cause of unemployment in Israel was caused mainly by economic factors. In addition to the low performance of the economy the immigration of the Jewish from different parts of the world to Israel (for political and religious reasons) raised the rate of unemployment in Israel. (18)

The study did not examine the impacts on the socio-economic aspect of the economy. Moreover, the study was also criticized for being too generalized. It was not confined to certain elements of the manpower problem. In the Sudan Mohamed Omar Bashir, found that the unemployment problem was related to both slow growth of the economy and the wrong educational policies. (19)

Another study is done by Mohamed Adham, has focussed on the unemployment of graduates in the Sudan. The major findings of Adham’s study is that unemployment in the Sudan is caused by two reasons, namely, the absence of scientific manpower planning in the development plans launched by the successive post independence governments.
and the worsening economic situation in the country.\(^{17}\)

In a different study Adham added other factors that aggravated the unemployment of graduates. These factors were the carelessness of some government units to fill the vacant posts of graduates, the lack of coordination between the different employment bodies, the weakness of the data base and the marginal role of the private sector in solving the unemployment problem of graduates. Omar Mohamed Ali proposed that the minimization of unemployment in the Sudan could be achieved through intensification of cropping in the agricultural sector, the expansion of investment in construction sector [because it is labour intensive], emphasizing regional planning and eradication of mediation, nepotism and corruption in the public service.\(^{18}\)

It is important to note that most of these studies conducted on the phenomenon of unemployment have neglected the implications of unemployment.

On the problems of manpower planning in the Sudan, Kassalo and Namad categorized five problems of manpower planning, namely, the shortage and surplus in the public service, the internal migration, emigration and return migration, wages and salaries and the population explosion problem.\(^{19}\) The study lacked specific definition of the surplus and the shortage of manpower in order to enable the scholars and the researchers to
find which sectors of the economy suffer from the lack of trained manpower and which sector is over populated. There is an urgent need to reorient the educational system in the Sudan to serve the needs and the demands of the socio-economic development in the Sudan. Although several studies have been conducted and directed to examine the problem of manpower planning in the Sudan, the specific topic of high-level manpower has not been sufficiently dealt with. Most of the previous studies have not discussed adequately the causes and the implications of the unemployment of the graduates of the higher educational institutions in the Sudan. This research fills in an important gap in the literature and empirical research on the unemployment of graduates in the Sudan. It also comes as a response to the recommendations of the National Economic Conference in 1985 which asked for launching an integrated manpower policy for the whole nation. Finally, this work is also undertaken to enable policy-makers to take enlightened decisions that would solve the problem of manpower planning in the Sudan.

1.3 Main Research Objectives and Inquiries

Generally, this study attempts to diagnose the factors that contributed to the problem of the unemployment of graduates of the higher educational institutions in the Sudan. It also attempts to
investigate the impacts of the unemployment on both the unemployed graduates and the economy. Moreover, it also examines the implications of such a problem on future economic performance and manpower planning. We are very ambitious that the results of this research would be useful for manpower planners and economic and political decision-makers. In short we attempt to do the following:

i. investigate the development of higher educational institutions in the Sudan.

ii. examine the experience of manpower planning in the post-independence period up to the current time.

iii. identify the intakes of the higher educational institutions in terms of magnitude, composition, ethnic and regional categorization and growth rates.

iv. ascertain the volume of the graduates seeking employment.

v. detect the factors, impacts and the implications of unemployment of graduates in the Sudan.

However, this study assumed that there is a direct relationship between the unemployment rate and the performance of the economy and the manpower planning in the Sudan.

1.4 Research Methodology

1.4.1 Scope of Data and Limitations

Data are collected from both primary and secondary sources. Data from primary sources were mainly attained through questionnaire and interviews. The questionnaire covered eight hundred graduates among whom two hundred were employed. Interviews were conducted with the deputy director general of Recruitment Board Committee for Central
Public Service and the head of the Department of Psychiatry at the University of Khartoum. Information from secondary sources were drawn from the records of the Ministry of Labour, Office for the registration of Fresh Graduates. Data from secondary sources were also collected from the files of the Recruitment Board Committee, Higher Education Admission Office, National Council for Higher Education and the relevant studies related to the problem. One problem faced by the candidate in the collection of data is the difficulty of identifying the number of undocumented or unregistered job-seekers who would normally be part of the unemployed graduates had they been registered.

1.4.2 Approach Used to Analyse the Data

The study adopted both descriptive and analytical approaches to investigate the problem of unemployment of graduates in the Sudan. Given the weakness of the information base, the absence of a formal macro-economic model of the economy, discrepancies that result from different sources, different methods of calculation and the unclear government policy towards manpower, descriptive method was adopted. On the other hand analytical approach is also used together with simple computation of percentages, rates and ratios, and tabulations.
1.5 Structure of the Study

This work is divided into seven chapters. Chapter two which comes after this chapter focuses on the theory of manpower planning and the importance of human resources in the process of development. Chapter three examines the development of higher educational institutions in a historical perspective. In chapter four we will attempt to shed light on the input and the output of the higher educational institutions with special reference to the University of Khartoum because it is considered as the vanguard of higher education in the Sudan. The government planning for the whole country is implemented through the University of Khartoum. The University of Khartoum is regarded as the main supplier of qualified labour force to the various government units. The findings of this chapter will have very important indications to the manpower planners who might use its results to evaluate the current educational system and hence to draw future policies according to the changes that have occurred in the recent decade. Chapter five investigates the performance of the Sudan economy since 1976 the year when the Sudan economy started its economic down swing. Then we will examine the factors that contributed to slow down of the employment process. The chapter will also examine the labour market situation for the graduates from 1982/83 up to the year 1986/87. We will concentrate on the supply
Foot Notes


4. Ibid

5. Omer Mohamed Ali, OP.CIT, PP. 13-18


7. Ibid.


11. Richard Lipsey, OP.CIT, P.127

12. J.J. Hansen, OP.CIT, P.456


14. Ibid.

15. Chi-Yas Sadeq, OP.CIT, P.13

16. Mohamed Omer Bashir, Educational Policy and the Employment Problem in the Sudan, (Development Studies and Research Centre, University of Khartoum, Monograph series No.3, May 1977.) P.1


18. Omer Mohamed Ali, OP.CIT, PP.77-78

19. Sids: Awad Kaballo and Ahmed M. Hamad, The duties and the fields of the work of the manpower policies (Arabic) (Unpublished Report) for the Committee assigned by the Minister of Finance and Economic Planning to follow up the recommendations of the National Economic Conference. The Committee was turned pursuant to the Ministerial Resolution No. 9, June 1986.
CHAPTER TWO

Investment in Human Capital, and
and Overview of the Sudanese
Experience in Manpower Planning.

2.1. Introduction

"One of the basic needs in developing countries is for the educated elements of the society not merely to cater for the day-to-day requirements of government business, but in addition to move their society out of the traditional and into the modern sector, and to help change that society into a modern one by acting as the medium of transferring technology and expertise(1). "A country's main assets are her own people. Without human initiative and endeavour, neither national wealth nor the beauty of the land, nor utilization of the country's riches can be transformed for man's well-being.

This is particularly significant in the case of developing countries like ours, where the burden of
generations has fallen on those who happen to live in the second half of the century”(2).

2.2. Investment in Human Capital

The term investment as generally agreed by economists is defined as the productive employment of Capital.

Although the aim of adding to the stock of material capital has become predominant in investment debates, it has now become evident that special attention should be paid to investment in human capital. The importance of investment in human capital was recently re-emphasized. Siddig Umbaddah in his provocative paper on the admission policy of higher education in Sudan maintained that "until recently researchers were of the opinion that the human growth is limited. However, this phenomenon was vanquished with the technological revolution which was exploded by man, and developed by thinking and learning which eventually opened unlimited horizons for human development. This fact is demonstrated by many examples:
The invasion of the space by man, his siege which he had been imposed on vicious diseases and lust the spiritual and the material enjoyment which are the end of development"(3). Therefore, we can come to the conclusion that, the basic dynamic factor in the process of development is the efficient man who contributes with his sense and thinking, but, this will not be realized unless we invest in human capital and intensifying this investment to realize the slogan of the modern - science - based - society which is adhered to, now, by many developing nations.

On the other hand, investment in human capital is not an easy task. It is characterized by the long gestation period, it is reiterated that "if you plan for one year plant rice, if you plan for ten years plant trees, and if you plan for hundreds of years educate man"(4).

The second characteristic of educational investment is that "the product of education outlays consists of joint features of consumption and investment"(3).
Therefore, it follows, since the investment in education is a product of a long process, then the time of this outlay is in-comparable especially for countries like Sudan with its vast unexploited physical resources.

2.2. The Concept of Manpower

Generally speaking the term manpower is defined as goods and services\(^2\). Mohamed Adnan Alvi went a bit further to be more specific about the term. He said: "Manpower is a produced commodity and its source is the entire population of a particular country\(^7\). "The manpower element is a decisive element in the question of development and the role of it can not be ignored when speaking of the national development of any country. It possesses knowledge, experience, determination and skills\(^8\)."

Looked at from a different angle the manpower is categorized according to the educational attainment. The six year plan for Economic and Social Development (1977/78 - 1982/83) classified manpower as the following: 

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top we find the professionals, such as, doctors, engineers, accountants, etc. Then the technicians, examples are, agricultural technicians, veterinary technicians, pharmacist technicians etc., then the technicians assistants i.e high secondary school graduates, next we find the unskilled labourers, at the bottom of the table we have the clerks and the semi skilled labourers. 

Talking about the term manpower, specialists found it necessary to differentiate it from the term labour force. They defined the term manpower as "full members of the society who are in the working age group whether they are actually practicing jobs with material return, or those who are economically active, but, are not working temporarily for certain reasons, such as, pupils, prisoners, beggars, the unemployed, thieves, the disabled and so on". Labour force comprises those members of the society who are actually working directly or indirectly or in kind. Therefore, it is noted that the term labour force represents part of manpower because it does not include those who are not working.
2.4. The **Concept of Manpower Planning**

"Since manpower planning is important and inevitable for the development process, its needs and nature must be brought into clear focus. Manpower planning means the total process by which proper development and wise utilization of the human resources of a nation is achieved in attaining the objective to which the nation has committed itself"(12). It is also defined as "the process of determining manpower requirements in order to carry out the integrated plans of the organization"(13).

In this light we can say "manpower planning is to make sure that, the organization has the right number of people of the right profile at the right time"(14). Many countries and organizations do not discover this elementary truth until they face a major disproportion, either the shortage of competent people becomes an obstacle to further expansion or technological change, or the organization employs more people than it can afford and has to prepare itself for staff retrenchment. However, the practical implications of this concept of manpower planning are
many. First, it is essential that those doing manpower planning have an adequate understanding of the nation's goals and the general strategy by which these goals are to be achieved. Second, it requires careful and continuous study of the activities that create manpower requirement and of the institutions that develop manpower resources. Third, it requires the continuous projection of manpower resources into the future, based on an economy that is envisaged, but not actually in being. Fourth, it requires the systematic taking of timely action to balance manpower requirements and resources now and in the future, to assure that progress towards established goals is facilitated by the availability of trained personnel.

2.5. Development of the Manpower Planning Concept

Not more than fifty years ago very little of scientific character was known about manpower as an economic resource. No country has engaged in large scale manpower research. It was not known with any degree of precision how many workers were in the labour force, how many were working, or how many were unemployed. The field
of human resources became, suddenly, in the Great Depression, one of the world's fruitful areas of research. This new knowledge developed immediate uses in industry, in schools and colleges, and in community development. In this respect we can say for the first time it became possible to analyze and describe in systematic way the skills and progress by which a national labour force is developed and utilized to supply the complex economic and social requirements of a nation. Application of this knowledge was greatly accelerated by the occurrence of World War Two. According to John F. Mahlstedt, "the end of the World War Two found many of the world's advanced economies in ruins. Other required great change and modification to meet the need of peace and reconstruction."

Again these requirements forced a vast retraining and reallocations of manpower by the industrially advanced countries. At the same time the industrially underdeveloped countries went forward in what became known in politics as the revolution of rising expectations. In the years since the war about many nations have been born
into political independence, these have been confronted by the tremendous problems of providing the skills for the management of their national affairs. In addition, they committed themselves to raising the standard of living of their people through economic development. Since then a large number of newly developing nations, including Sudan, have launched studies for their manpower resources and requirements. In Sudan, for example, the remedy for the problem of lack of trained personnel range from the Sudanization of the Jobs Committee to the Ministry of Labour and Social Security, and recently the Ministry of Public Service which was recreated in June 1988.

2.6. An Overview of Manpower Planning in Sudan

Since independence the Sudan has launched three comprehensive development plans: namely the ten year plan (1960/61 - 1970/71), the five year plan (1970/71 - 1974/75), and lastly the six year plan (1977/78 - 1982/83). However, since the return to civilian rule in 1986 the government has launched the Salvaion Programme which is to last for four years i.e. from 1986/87 - 1990/91. This
programme was conceived to solve the urgent economic problems of the country like providing the basic needs of the population. This programme is supposed to lay the foundation for future long term development planning. One of the most important sectors of the economy which those plans have to pay special attention is the manpower sector. That is because the manpower element is the major pillar of the development process. However, it is noted that all of the economic plans did not have a scientific approach to manpower policy. No plan addressed itself to know how much of manpower and education - or vice versa - should provide and of what kinds.

Examples of that is the ten year plan which stated that top priority would be given to agriculture, animal resources and the development of the infra-structure. But at end of the plan it was noticed the number of Arts graduates was higher than the labour market could absorb (17). Moreover, the five year plan favoured manpower planning for higher education, but failed to put forward any detailed plans or policies in this respect (18). Examples of this is the popularity of education, kinds of
education not directly relevant to economic development such as military and police officer's colleges. As a consequence the development of technicians training slowed down and high-drop-out rate was observed\(^{(19)}\). The major aspect of parity between these two sectors can be observed in the salary differential.

The six year plan gave manpower estimates, but, without scientific studies of the actual manpower requirements. We find that while the plan called for the consolidation of the development projects rather than expansion, the educational planners on the other hand, did not respond to this policy; they went on educational expansion in both higher secondary and higher education. During the years of the plan many secondary schools were opened. Two new Universities also started classes. This was in addition to the increasing numbers of students who were sent abroad without any justification.

The fourth year salvation programme talks about quick panacea to the economic illness of the Sudan. This programme has adopted the recommendations of the
economic conference held in March 1986. But, unfortunately, some areas like manpower surplus and shortage in the public service still remain challenging to the Sudanese planners and scholars. Moreover, the solutions offered were of short term nature. One thing that can be added about economic planning in the Sudan has been "the heavy dependence on capital intensive investment"(20). Moreover, despite the focus of these plans on industrialization we find that the plans" made no attempt to determine specifically the manpower dimension of the established industries which formed the basis of the plans(21).

Therefore, to sum up this we can conclude by saying that the Sudan needs effective manpower forecasting for planning of her human resources.

2.7. Summary

In this chapter we have seen the importance of man in the process of development and community welfare. Thus the advanced industrial countries after world war two,
and developing nations after independence stressed the importance of manpower planning. The advanced countries succeeded in mobilizing their human resources and directed them into productive channels, while the developing nations are struggling hard to achieve this goal. Moreover, it is noted that all of Sudan’s economic plans focus on capital intensive techniques but, these plans failed to determine specifically the manpower dimensions to fulfill this target. Over and above this, one can say that the recommendations raised by the economic conference were correctly classified and they represent national guide lines for governments, but, no effort has yet been made to translate them into programmes of action.

The next chapter investigates the historical background of the establishment of the higher educational institutions in the Sudan.
FOOTNOTES

(1) Sudan philosophical society in collaboration with the National council for research, proceedings of the 8th annual conference on manpower planning 28th - 30th March 1974, p. 4.

(2) Ibid

(3) Siddig Usbaddah Rabih, the Policy of Admission of Higher Education with Special Reference to the University of Khartoum (Arabic), (Development Studies and Research Centre), University of Khartoum Seminar No. 81, February 1985, p. 29.


(10) Sudan Philosophical Society Cepit, p. 51.

(11) Ibid, p. 11.

(12) Gove Hamidji, Op cit


(16) Ibid.

(17) Ibid.


(19) Ibid.

(20) Ibid.

(21) Ibid.
3.1 Introduction:

Sudan's educational system consists of four levels. The first is the primary level, with a duration of six years and intake from among children aged seven. The second, is the general secondary level, with a duration of three years, and admitted to it are pupils who finish their primary education and show merit in the primary school certificate examination.

The third level is the higher secondary level and this is in turn divided into three parts: firstly, the academic higher secondary, with a duration of three years, and an intake from those who distinguished themselves in the general secondary school examination. The first two years of this is for general study after which students join one of two sections, Science or Arts.
Secondly, there is the technical higher secondary, with a duration of four years, and an intake also from amongst those who succeed in the Junior secondary school certificate examination. At this time there are four major specializations: industrial, agricultural, commercial, and the girls domestic science. Thirdly, there is the professional higher secondary, with a duration of four years. This is for the training of the primary school teachers, and its enrolment is from amongst those who succeed in the general secondary school certificate examination.

Beyond these levels we have the fourth level of the Sudan's educational system which is higher education. The system of higher education in Sudan varies between one and six years according to its kind, quality and specialization.

The higher education in Sudan consists of seven universities, namely, University of Khartoum, University of Gezira, University of Juba, Omdurman Islamic University, Cairo University - Khartoum Branch, Ahmad
University for Girls and recently Omdurman Ahlia College. Moreover, the ladder of higher education in Sudan also includes technical education which is mainly conducted in Khartoum Poly-technic which was founded in 1960 (called Sudan's Technical University).

Furthermore, higher education in Sudan also includes some specialized institutes and colleges, like the school of Hygiene, the Institute of Music and Drama, the College of Nursing Studies, the Institute of Physical Education, the Institute of Optometry and Visual Science and the Institute of Radiography and Radiotherapy.

Other departmental and ministerial institutes are also included. Here we have, the Institute of Communication and Telecommunication, Wad el-Maghribi for Earth Science Institute, Civil Aviation Institute, Telegraphs and Postage Institute, and the School of Extra-Mural Studies. Other Ministerial Colleges includes Prisons Officers College, Police Officers College, Military Officers College, Institute of Banking and Customs and Duties Training Institute.
3.2.1 University of Khartoum

It is generally accepted by historians that the system of higher education in Sudan started by the "establishment of Kitchner School of Medicine in 1924" (1), and in that year "ten Sudanese students were admitted and in 1927 seven of them were recruited in the government service" (2). The objectives laid down for the school were "first, to build up a cadre of Sudanese doctors who would be in a particularly favourable position to combat the epidemic and endemic diseases; secondly, to afford opportunity to educate Sudanese to take part in the development and betterment of their country." (3) "Thirdly, to provide post-graduate courses for doctors trained at the school to provide opportunities for special study and research. The Kitchner School of Medicine continued to be the only source of higher education in the Sudan for a duration of
twelve years. Sudanese scholars especially the writings of Arafat Mohammed Abdalla, to the colonial matter to pay special attention to higher education studies.

"The school of law was established under the legal secretary's auspices. (4) and to it were added "the schools of agriculture and veterinary sciences (1938), science and engineering (1939) and Arts (1940)."(5)

"In 1941 the school of administration was opened". (6) In 1943 the Sudan government was inspired to apply the suggestions of the Asquith Commission which was set up to formulate proposal for the advancement of higher education in British overseas territories.

The third recommendation of this body states that "the status of Gordon Memorial College should have a special relationship with the University of London".(7) So courses leading to London B.A and B.Sc general degrees were started at the beginning of 1947."(8)

"On the first of September 1951, the name of University College of Khartoum was formally brought into
being". Instead of the name Gordon Memorial College, but on the 24th July 1956 the University of Khartoum came into being, as a result of a bill which was passed in June 1956 through both houses of the Sudanese Parliament. The passing of such act implies the fact that, the end of the special relationship with the University of London and henceforth the University of Khartoum became a degree-granting institution.

The body of the University of Khartoum is composed now of nine faculties, three schools and eight postgraduate centres and institutes.

The faculty of medicine is the historical evidence of Kitchener School of Medicine. The duration of study in the faculty was raised from four years in 1933 to six years in 1939. The faculty now awards the degree (M.D.B.S.). It includes twelve departments. These departments are: Surgery, Anatomy, Forensic, Pediatrics, Medicine, Obstetrics and Gynecology, Microbiology and Parasitology, Social and Preventive Biochemistry, Psychiatry, Pathology, and Anesthesia.
The faculty of Pharmacy was developed from the School of Pharmacy which was established in 1962. In 1963 the University senate had officially decided the establishment of the faculty to replace the school of Pharmacy. Since then the faculty is composed of five departments, namely, the department of Pharmaceutical Chemistry, department of Pharmacognosy, department of Pharmacology, and last, the department of Microbiology.

"The faculty of science was affiliated to the higher education institute in 1937. In 1943 it became a degree-awarding faculty, but, had special academic relationship with the University of London. In 1956 when the University of Khartoum act was passed the faculty became autonomous and the relation with the University of London was ended. The faculty now is subdivided into two major sections. The biological section and the mathematical section. In addition to that it consists of six departments. These departments are: Geology, Mathematics, Botany, Zoology, Chemistry and Physics. Over and above this the faculty is a preparatory body for other science-based students. Students of medicine,
pharmacy, agriculture, veterinary science, school of Dental Surgery, and engineering spend a compulsory academic year in the faculty of science then to retransfer to their main faculties after passing this year.

In 1980 the School of Mathematical Sciences became independent from the Faculty of Science to graduate students in modern sciences, namely, computer science and statistics. Like the faculty of Science the duration of study is four years to award a general degree or five years to graduate with honour degree.

"The School of Dental Surgery was split from the faculty of Medicine in 1974 and became an independent body."

"The faculty of Veterinary Sciences is an extension of the School of Veterinary Sciences which was established in 1938. In 1956 it continued with three departments. Since 1968 the departments of the faculty were raised to become seven and hitherto they remain unchanged. These departments are, Anatomy, Animal Histology, stock..."
Production, Microbiology and Parasitology, Physiology and Biochemistry, Preventive Medicine and Veterinary Public Health, and Veterinary Clinical Studies. The programme of the graduate with a B.Sc honours degree in Veterinary Sciences after having passed the examinations.

The faculty of Agriculture was established in the same year the Veterinary Science was established. It started as a school of agriculture then developed to be a university faculty after passing the ordinance of the university of Khartoum in 1956. The faculty entered the B.Sc honour degree in 1966. The period of study is five years and the faculty is now composed of the following departments: Animal Production, Biochemistry and Soil Sciences, Agricultural Botany, Agricultural Engineering, Forestry, Crop Protection, Home Science, Agronomy, Horticulture, and Rural Economy.

"The faculty of Engineering and architecture is not an exception. It started as a school in 1939 awarding diploma degree in Engineering Sciences after completing a prescribed course of five years." Until the year 1949
the school continued without specialization. The curriculum at that time consisted of teaching sciences of mechanical, civil and electric engineering, under the direct supervision of the university of London'. After 1949 the duration of the study was extended to six years to graduate students in the fields of civil and mechanical engineering."(19) As for electrical engineering "it became an autonomous department under the umbrella of the faculty in 1962".(20) "In 1957 the department of architecture was added".(21)

"In 1964 the department of chemical engineering was created,"(22) in accordance with the growth of the industrial process in the country.

"In 1971 the department of agricultural engineering was added."(23) But, "the latest department to be supplemented with the faculty body is the department of surveying which was affiliated in 1976 and the first batch of this department was graduated in the year 1980/81."(24) There is now an attempt within the faculty to promote these departments into colleges. This experiment began in the academic year 1983/84, by selecting students from high
secondary schools directly into the concerned departments of the faculty. But, the experiment is still underway, all of these departments are still under one umbrellas.

The faculty of Arts is one of the oldest members of the university. “Its establishment goes back to 1910,”(25) when it was started a school of Arts. The faculty now is working with the departments of History, Geography, English, French, Arabic, Archeology, Ruscin, Linguistics and Islamic Studies.

The Faculty of Economic and Social Studies "was established in June 1958,"(26) Professor Saud al-Din Fawzi is sheik Fathar of the faculty. Upto the academic year 1985/86 the faculty continued with five departments. These were: Economics, Social Anthropology, Political Science, Econometrics and Social Statistics, Accounting and Management Studies. However, in 1986 the faculty of Administrative Sciences was created with three major departments. These departments are: Accounting, Business Management, and Public Administration. The
latter had been a post-graduate study in the department of Political Science. Therefore, the departments of the faculty of Economic and Social Studies were shrunk to four.

The Faculty of Law grew from the School of Law which was created in 1936. It awards the general and honour degree L.L.B. The duration of the faculty is four years, and the award of a general or honour degree depends on the grade attained.

"In 1958 an agreement was signed between the UNESCO and the Government of Sudan for the establishment of the Higher Teacher's Training Institute."(27) "In 1961 the first batch for the Institute was admitted."(28) But, "In the year 1967 the Institute was affiliated to the University of Khartoum."(29) "In 1974 the name of the Institute was changed to the Faculty of Education, and thus the faculty became under the control of the University of Khartoum academically and administratively."(30) The faculty now is subdivided into two sections, the Arts section and the science section.
which is itself subdivided into two streams Mathematics and Biology.

3.2.2 Omdurman Islamic University

The Omdurman Islamic University developed from the Omdurman Scientific Institute (Mahad El-Ual), "which was founded in 1912, as an action to the establishment of Gordon Memorial College. However, the certificate of this institute was not recognized as a university level degree by the government at that time, although the university of Al-Azhar in Egypt recognized it. This situation was changed in 1960 when the college of the Islamic Studies was created. The certificate was recognized and put in line with the other university degrees.

In 1965 the council of Ministers issued the degree number 390 which entails that "Omdurman College of Islamic Studies should be promoted to a university level, under the chairmanship of Badawi Mustafa, the Minister of Education at that time." But, "on the third of July 1969 when the leftists were in power the council of
Ministers issued a decree dissolving the university council, and the university was to be transformed back as a college of Islamic Studies. This decree was based on two reasons: "firstly, the existence of duality in higher education, and secondly, on the extravagant expenses of the university." In 1972, when Sir El-Khatim El-Khalifa was a Minister of Higher Education and Scientific Research, an ad-hoc committee was set to review the rationale behind the former dismantling of such a university. This committee succeeded to re-establish the University, in 1973 under the Chairmanship of Nasr El-Haj Aly, the first Vice-Chancellor of the University of Khartoum.

The University now consists of four major faculties teaching humanities. These faculties are: Arts, Social Studies, Islamic Studies and Women Studies. The later was created in 1966, in accordance with the philosophy of the university which forbids co-education as other higher educational institutions do.
3.3.3 Cairo University, Khartoum Branch

This university was established in 1955 as an Egyptian aid to the Sudan in the field of education. The structure of the university is composed of four faculties. These faculties are: Science, Commerce, Law, and Arts. The duration of the study is four years.

However, this university had been offering evening classes "mainly for government employees until 1973 when day students were first admitted". (32) In addition to that "the university had been organizing post-graduate diploma programmes in Accounting and Statistics since 1988". (36)

3.3.4 University of Gezira

The University of Gezira is regarded as a new experiment of regionalization of higher education. This university was established in 1973 but started classes in the academic year 1978/79. Its main focus is on rural development and regional problems. The University had
introduced for the first time the American system of teaching which mainly concentrates on the course unit system, unlike that of Khartoum University which had continued to be based on the British system. But, some faculties in the University of Khartoum have adopted the American course unit system. These faculties are: Arts, Engineering, Education, Agriculture, Veterinary Sciences and recently the faculty of Science.

The University of Gezira is composed of four faculties. These are: Medicine, Agricultural Studies, Economics and Rural Development and the Faculty of Science and Technology.

The Faculty of Science and Technology offers baccalaureate degrees in seven specialized areas. These areas are: Applied Chemistry and Chemical Technology, Applied Statistics and Computing and Mathematical Studies, Applied Physics, Electronics and Instrumentation, Occupational Hygiene, and Materials and Production Technology.
The Faculty of Economics and Rural Development grants the honours degrees after completing the prescribed course of five years. The areas of specialization are: Accounting, Management, Economics, Rural Development, and Agricultural Economics.

The Faculty of Agricultural Studies awards honours degrees in Animal Production, Agricultural Mechanization, and Irrigation.

The Faculty of Medicine Programme of Study is five years unlike its counterparts in Khartoum University and Juba University in which the programme of study is six years.

3.2.5 University of Juba

This institution is an offspring of the decentralization of higher education. Juba University commenced classes in September 1977 with four colleges and Medicine was added in the year 1978/79. The University started with the course unit system in a sense that the year is subdivided into two semesters with a
As for the Faculty of Medicine, it offers the honours degree after a period of six years of study.

3.2.6 Ahfad University College

"Women's education found a new place in the development of the country's higher education system in 1966, offering careers in Home Economics (B.Sc) and European Languages and Secretarial Studies." (37) However, the latest departments which are created within the University are: Accounting, Management, Psychology, Sociology, and Biology.

3.1.7 Omdurman Ahlia University

The Sudan has entered a new era of private higher education by the establishment of Omdurman Ahlia University, which began classes in the year 1986/87. "One and half thousand of students sent their applications to study in this University in the same year, but only one thousand of them were selected as qualified students to start classes." (38) The student pays 50,000 per annum.
Mohammed omor Beshir who is the Chairman of the Scientific council of the University outlined the justifications of opening this university by saying: "the University will contribute in solving the bottleneck in higher education, because by now there are thirty thousand Sudanese students studying abroad costing the country about 110 million dollar per year." He added: "the university will encourage scientific research and organize public seminars and international conferences as well as holding training sessions for government employees. This will enhance the process of social development in the country."
During the regime of Nimeiri four regional universities were supposed to start working. But, after the April 1985 uprising, the circumstances were changed and the establishment of these universities was postponed and the republican decrees which were issued to establish them were frozen after the November 1988 conference which was held on the future of higher education in Sudan.

These conceived universities were the university of the East, Kordofan University, Darfur University which was supposed to start with a college of veterinary sciences and Natural Resources, and the University of the North.

The idea of what is called the open university is no longer held because of the lack of technology on which the university depends entirely. The suspension of these universities, in my opinion, is a right decision because the existing universities are not working at their full capacity especially the university of Khartoum which is able to contribute more to the development process if great care is
exercise and the yawning gap in its budget is filled to cope with the new technological invasions. Secondly, opening of such universities will not lead to fruitful results during such critical circumstances and the absence of planning for these universities to fulfill the objective behind their establishment. To my mind, the alternative should be specialized colleges in the regions under the umbrella of the existing universities.

3.3 Technical Education

3.3.1 Khartoum Polytechnic

Technical education in Sudan is embodied in Khartoum Polytechnic. "Khartoum Technical Institute had been established in 1950. At the time of independence this Institute had only three departments, namely, Civil, Mechanical and Electrical Engineering.¹⁴¹ To these were added "the departments of surveying and secretarial services in 1958 and 1959 respectively, and the department of Commerce in the year 1960/61."¹⁴² Then the department of Commerce developed to award B.Sc. general
degree in accounting, cost accounting, and banking studies.

The college of engineering studies has been raised to eight departments instead of four. The other four areas which were added are; departments of Architectural Drawing, Spinning and Weaving, Electronics, and Laboratories Technology.

The duration of these courses is three years to have a diploma. However, in the year 1947-48 new colleges were added which are award B.Tech. degree after a duration of five years. These colleges are; Electrical and Textile Technology. The Civil Engineering College offering B.Tech degree in highway, irrigation, and construction. The Mechanical College focuses on production. The Electrical College graduates students in electronics specifically in the field of control.

"The School of Fine and Applied Arts was established in the year 1948 by J.P. Green Law. It was associated within the Cordov Memorial College. At that time it was
Arts. In 1963 the first intake of the students was graduated after completing a four years course. In 1971 the school gained its administrative and academic independence from Khartoum Technical Institute, but, in 1975 the name was changed to the college of Fine and Applied Arts and was officially annexed to the Polytechnique.

The college awards a B.Sc degree after adulation of four years. It also awards a diploma after completing two years of study. The college includes the departments of History of Arts and General Studies, Drawing, Basic Design, Graphic Design, Calligraphy, Printing and Binding, Textile Design, Sculpture and Industrial Design. In addition to that we have the Extra-School Studies, (1952) conducting classes in the evenings. Moreover, under the 1975 Khartoum Polytechnic Act, the Polytechnic has direct supervision over: Shambat Agricultural Institute (1951), Kaku Veterinary Institute, Albarka Mechanical College and Soha Forestry Institute.
3.4 More Specialized Institutes and Colleges

The specialized institutes and colleges are put under the umbrella of the Higher Education Council with their autonomous administrations. "The School of Hygiene was established in 1955,"(4) The Institute of Music and Drama was officially founded in 1968 to graduate cadres in the fields of music after a duration of five years, after which the student is awarded a diploma. Also, a diploma is granted in the field of Drama after spending four years of study. The College of Nursing studies was created in 1966 to graduate qualified women cadres in the field of nursing.

The Institute of Radiography and Radiotherapy was created in 1963 to train X-ray technicians.

The High Institute for Physical Education was created to train coaches and Sportsmen. The subjects studied in this institute are: Physical games, history of physical education, principles of physical education, social service, medical subjects and others.
The Institute of Optometry and Visual Science which was established in 1934 was the only institute in the Middle East and Africa. It graduated students in the fields of optometry, Orthoptics, Refraction and Dispensing.

The School of Extra-Mural Studies, University of Khartoum - was established in 1963. It grants Post-graduate diplomas in Social Work, Media and Public Relations, and Adult Education. Also the institute offers undergraduate diplomas in Architectural drawing, archives and libraries science, social service and social development, accounting, management, secretarial studies.

In addition to the above courses are evening classes in European Languages and translation from Arabic into English and vice versa. The rationale behind the establishment of this institute is not employability, but to enrich the society's culture and revive its heritage.
3.5 Other Departmental and Minisial Institutes

The distinguished feature of these departmental and minisial institutes is the fact that, the admission to these institutions is through the respective departments and government ministries. These institutes are: Communication and Telecommunication, and El-Fayoum for Earth Science. Civil Aviation and the Telegrams and Postage Institute. The Institute of Communication and Telecommunication graduates cadre in fields of radio, microwave, telex and cable. The duration of the study is three years after which a diploma is awarded.

The Institute of Civil Aviation offers diploma degrees in air control, and telecommunication.

The Institute of Telegrams and Postage awards diploma in Postage and Telecommunication.

Other ministerial colleges include police officers college, police officers college within the Ministry of Interior and the Military College, which is affiliated to the
Ministry of Defence. It is an old College. It came out as a successive development of the Military Hospital and the American Air Base which was established in 1940.⁽⁴⁵⁾

The Institute of Banking Studies was enrolled for training and qualifying the bankers in their respective fields.

3.6 Post-Graduate Studies

"In 1967 the University of Khartoum found it necessary to create the post-graduate studies committee. The number of post-graduate students had grown from one in 1958 to 38 in 1969.⁽⁴⁶⁾ However, "the idea of the Graduate College came from concerned members of the university and a deans sub-committee was formed by the Vice-chancellor in 1972, whose report culminated in the establishment of the Graduate College."⁽⁴⁷⁾ The objectives of the Graduate College as set out by the statute 35, are: "to formulate and promote university policy in the field of post-graduate studies and research. Secondly, to promote and coordinate interdisciplinary research in the field of
However, with the completion of the formal body of the Graduate-College the increase in the number of post-graduate students was remarkable. Instead of having 38 post-graduate students in 1968 we had 200 post-graduate students doing their studies in the year 1974/75.

Table 3.1 indicates the increasing number of post-graduate students during the period 1974 to 1982. This increase in the number of students is attributed to two factors: Firstly, the current philosophy of training focuses on internal training that is because external training is too costly. People who are supposed to be trained outside will be limited to those sponsored by international organizations and friendly countries. Secondly, some of the graduates with the current situation by voluntary and involuntary choice, are not convinced to join the government service, so they find it better to go
further studies in their respective specializations on their own account.

The formal body of the Graduate College is composed of two major streams. The first one, represents those Post-graduate studies which are conducted within the respective departments of each faculty of the University.

The second stream is composed of those institutes and centres which work independently have their courses and staff members. These institutes and centres are: the Institute of African and Asian Studies, the Development Studies and Research Centre, the Building and Road Research Studies, Translation Unit, the Institute of Islamic Studies, the Institute of Animal Production and the Institute of Medical Studies.

The Institute of African and Asian Studies is the development of the former Sudan Research Unit. It came to existence in 1952. The Institute offers Post-graduate diploma, M.A. and Ph.D degrees in folklore, Linguistics and African and Asian Studies.
3.7 Summary

This chapter has traced the historical development of higher education institutions in the Sudan. The process of higher education started by the Kitchener School of Medicine and ends by Omdurman Ahlia University. Since 1956 and until 1973 the University of Khartoum and Cairo University Khartoum Branch were the only Universities in the country. Since then the regional universities, at Juba and Gezira, were founded by the Numeiri government. However, the post-higher secondary technical institutions are still lagging behind. Khartoum Poly-technic is the sole supplier of technical educated personnel in the Sudan.

On the other hand, the idea of establishing a formal body of post-graduate studies within the University of Khartoum is one of the great achievements of the educational planners in the country. That is because it connects the university with the actual problems of the society, through undertaking local research related to the problems of the country and issues of national importance supervised by local people. On the other hand it reduces the burden of studying abroad.
reference to the University of Khartoum, then we will
discuss the effects of this intake on the future of
manpower planning in the Sudan.


(14) Ibid.

(15) Ibid, p. 70.


(18) Ibid, p. 86.

(19) Ibid.

(20) Ibid.

(21) Ibid.

(22) Ibid.

(23) Ibid.
(24) Ibid.

(25) Ibid., pp. 64 - 65.

(26) Ibid., p. 82.

(27) Ibid., p. 86.

(28) Ibid.

(29) Ibid.

(30) Ibid.


(32) Ibid.

(33) Ibid.

(34) Fiqah in Islam means "Islamic Teachings".

(36) Ibid.


(38) Ibid.

(39) Ibid.

(40) Ibid.

(41) Bikes, C. and El Sammani, Op Cit.

(42) Ibid.

(43) El-Rashid M. Abi Allo, College of Fine And Applied Arts at Khartoum Polytechnic, B.Sc., University of Khartoum, Faculty of Engineering and Architecture, 1983/84, P. 3.

4.2 An Overview:

One of the characteristic features of the underdeveloped countries is the lack of trained manpower. "The importance of education thus stems from the fact that, it is an investment in human capital with prospective returns. It has got a positive role to play in the socio-economic development". "The achievement of this genuine goal, however, is governed by democratization of education. That is to say educational opportunities should be equally available to all, than depending on 'intelligence criterion and others criteria, such as, material background'.

After independence underdeveloped countries, including Sudan, became much concerned with promoting their national goals. In Sudan, for example, a motto of Sudanization of the Public Service was raised by political leaders at that time. Therefore, it became inevitable to widen the base of education. Successive governments in the country paid special attention to reach this goal. Consequently, the number of the academic secondary schools jumped from eleven schools in 1955/56 to sixty
schools in 1970/71 and by the year 1982/83 the number became 518 schools.

On the other hand, the number of higher secondary technical schools increased from fifteen schools in 1971/72 to eighty one in 1984/85.

Thus from the above information, we can conclude that, educational planning in the Sudan is biased to the academic education, and technical education is still lagging behind. This result emphasizes the fact that, the pattern of the inherited colonial educational structure is still continuing.

Table 4.1 illustrates such growth of academic and technical high secondary schools.

Looked at from another angle, we remark that, the number of candidates who sit annually for the Sudan School Certificate has rapidly increased in the last decade.

The rapid increase of the number of students who sit for the Sudan School Certificate is due to two factors as
<table>
<thead>
<tr>
<th>Year</th>
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</tr>
</thead>
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<tr>
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<td>5843</td>
<td>192,064</td>
</tr>
<tr>
<td>1866</td>
<td>5940</td>
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</tr>
<tr>
<td>1878</td>
<td>6140</td>
<td>200,061</td>
</tr>
</tbody>
</table>

*Source:* Compiled from the Armoury of Education of the British Embassy in China.
However, turning to the absorptive capacity of our higher educational institutions one finds, it is very low. The percentage of the applicants to the successful candidates is fluctuating and generally decreasing. (See Table 4.2) which confirms this fact.

Since the opportunities for admission in the internal higher educational institutes - and mainly the University of Khartoum - has been static, a phenomenon of continuous retesting for Sudan School Certificate examination has emerged as a logical consequence of this critical ordeal. For example, in 1983, 54% of the students in the preliminary year in the University of Khartoum were not admitted from the first attempt and in the following year 1984/85, 55% of the students in the first year were not from the first attempt, only 4% of the total batch were admitted from the first attempt in that year. The same logic is applied to the other educational institutions.
continuous repeated student, in Khartoum Polytechnic continuous repeated students came to the tune of 72% of the institute intake in the year 1949. (2)

4.3. The University of Khartoum as a Vanguard of Higher Education in the Sudan

4.3.1. The Intake of the University of Khartoum

1973/74 - 80/81

Table 4.3 shows that although the number of successful candidates in the Sudan School Certificate Examination is increasing, the intake of the University of Khartoum is fluctuating overtime and it has become almost static and does not cope with the expansion of the higher secondary education. The table also demonstrates that the new regional universities, namely, Juba and Gezira do not contribute that much in solving the bottleneck of absorbing successful candidates in the Sudan School Certificate. This is shown by the fact that, during the last eight years, the average intake of the University of
<table>
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<th>28/9/861</th>
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<th>28/1/861</th>
<th>28/1/861</th>
<th>18/6/861</th>
<th>28/6/861</th>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Duration</td>
<td>6.0</td>
<td>3.8</td>
<td>4.0</td>
<td>3.5</td>
<td>3.3</td>
<td>3.2</td>
<td>3.0</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Note: The results in Table 2.2 are compared from 1.2. By the procedures.
However, with this rapid expansion of academic education and the increase in the number of the students who sit for Sudan School Certificate, this as well as the inability of the higher educational institutions to absorb these successful candidates, means there is a man power waste in this age group of the population.

This represents a great loss to a country such as Sudan. People in this age should be productive for their countries, because from the economic point of view, they are potentially economically active. Therefore, it is a must for educational planners to review their educational policies and redirect emphasis to technical education, because at this age when the students loose their chance to go for further studies they can be productive if they are from technical schools. But, if the process continues like it is at present, the manpower frame in this stage will be deformed and the country will loose the best of its youth whose energy must be directed to productive channels, rather than to remain idle, as a result of wrong educational policies.
4.2 Intake to the University of Khartoum by Region

Table 4.1 shows that the bulk of the students in the University of Khartoum came from Khartoum and the Central Regions. The percentage from these two regions as seen in the table is over 70%. We can also remark that the number of the students who came from the Southern and Western Region are very low. For the Southern Region in particular this can be explained by the fact that after the Addis Ababa Agreement in March 1972, many southerners returned to their country from neighbouring African countries like Uganda, Kenya etc. These people came from good educational institutions in these countries. Despite their academic standards were very high, the number of the students in the higher educational institutions in the rest of the seventies and early eighties was indicative. For example in the year 1980/81 the southern students in the University of Khartoum were 73. In the year 1984/85 the number dropped to 7, and in the year 1986/87 they were 12. This low number of students is attributed to the fact that there is no proper educational system in the South. Education is totally neglected. This in addition to the fact that,
there is no trained teachers at all levels. The already trained teachers in the North are reluctant to be transferred to the South, because they regard the Southern part as a hardship area. For these reasons the performance of the students became poor and consequently their enrolment in the high educational institutions also became very low.

4.2.3. Intake of the University of Khartoum By Sex 1979/80 - 1986/97

Table 3.5 illustrates the distribution of the University of Khartoum students intake according to sex between 1979/80 - 1986/87. The table shows that the number of females in the University of Khartoum is increasing overtime, especially since the year 1979 when the annual increase of females has been 6.54 percent. This is expected increase in the accommodation of females. Three of the male hostels were converted for the females. The average occupancy in the female hostels becomes six per room instead of three.
The increase of female number in the higher educational institutions is attributed to many reasons: firstly, many of the best teachers in the boys higher secondary schools emigrated to the oil rich countries, while the women teachers remained in Sudan. Secondly, with the deteriorating economic conditions the image of education among the boys of high secondary school is shaken. For them education was some sort of welfare maximization, and when this characteristic of education is lost and salaries generated after graduation become unattractive, they look at education contemptuously and ironically. So they leave the country for the oil rich countries to solve their economic problem. Thirdly, the traditional view of not educating the women has disappeared in the society. On the contrary the Sudanese families have become very enthusiastic for the education of women. They do not hesitate in sending their daughters to school.

However, this increase in the number of females in the higher educational institution had its implications on the manpower planning in the Sudan.
open for them in other regions. This is in addition to the desire of the female graduates (As a questionnaire proved) to remain in the national capital because of the lack of facilities in the regions. Another implication that can be added to the above two is the fact that some females took education as good in itself, which means that the manpower requirement is unfulfilled. Therefore, the remedy to these implications lies in the fact that, education policy must cope with these attitudes.

4.3.4 **Distribution of the University of Khartoum Student: According to their Guardian's Income and Level of Education**

Since the last five years the University Administration raised the maximum of liquidation of the full living and accommodation to the university students. That is to say, the university expenditure is going to be squeezed in compliance with the current deteriorating economic situation.
of the whole country. To apply this motto the university authorities started to classify the university admitants according to their guardians' level of income and the level of their education to distinguish between those who are capable of paying and those who can not pay. Tables 4.6 and 4.7 show such classification. The tables indicate that, the majority of the students admitted to the University of Khartoum come from able and educated families.

This is an indicator to the concerned authorities to review the students accommodation and living in the university.

Looked at from a different angle, we find the number of canteens and buffets have increased since the year 1983 to cater to coping with the increase of the high income and able type of students. So one can say in this respect, this is an aspect of social stratification which has become a distinguishable feature of the Sudanese society in the recent years.
Moreover, these types of students who came from able families will inevitably become the policy-makers and the public servants of tomorrow. They are not acquainted with the real problems of the country because they came from ivory towers. One can expect that they would formulate policies which do not go hand in hand with the public will. Examples of these policies are the support of privatization of education and liquidation of the public entities. These policies of course will lead to inequalities, limited opportunities to poor people, and finally the society will be polarized. As a result, people will become antagonistic as the wealth of the country is concentrated in few hands. They start to resist this current and consequently instability will intensify in the country.

Therefore, it is a must for manpower planners and the concerned authorities to revise the educational policies very carefully to the extent that a compromise has to be made between those haves and the have-nots. The policies should be directed towards the public benefit.
<table>
<thead>
<tr>
<th>Year</th>
<th>1986/87</th>
<th>1985/86</th>
<th>1898/99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total enrolment</td>
<td>67,410</td>
<td>51,700</td>
<td>41,000</td>
</tr>
<tr>
<td>Students in the University of Pretoria</td>
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<td></td>
</tr>
<tr>
<td>Students in the University of Pretoria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base</td>
<td>67,410</td>
<td>51,700</td>
<td>41,000</td>
</tr>
</tbody>
</table>

The data above is from the Registrar's annual report.
4.3.5 Graduates of the University of Khartoum Compared to the Total Output of Higher Educational Institutions, 1976/77 - 1982/83

Table 4.8 shows the percentage of Khartoum University Graduates to the total output of the educational institutions is decreasing overtime. This is because there is an annual increase of graduates from other institutions especially the graduates from Cairo University, Khartoum-Branch. The number of graduates from Cairo University Khartoum-Branch increased from 913 in 1976/77 to 1,194 in 1977/78, then jumped to 1,620 in 1981/82 and in 1982/83 the number increased to 2,224.\(^{(11)}\)

The expansion which took place during the specified period was in humanities only and this process will be enhanced and accelerated in the future because the Omdurman Islamic University started evening classes and affiliation during the year 1985/86. This will be increased further by Omdurman Ahlia University which also teaches humanities.
The government and the University of Khartoum have not been operating according to the national plan as indicated by the numbers of the graduates from the University of Khartoum during this period. This period 1979/80 - 1982/83, coincided with the six year plan for economic and social development. "This plan anticipated the storage in professionals in medicine, agriculture, veterinary sciences, engineering, pharmacy, and higher secondary schools teachers. The total deficit expected was $,123,13."

One expected that the number of the students in these fields should be raised to meet the requirements of the plan. This responsibility was to be shouldered by the University of Khartoum as the University of Juba and Gezira were still at their infant stages.

But, unfortunately the number from the University of Khartoum remains static and even the structure of distribution of the students among faculties remained also static.
The expansion happened in other universities which produced a cadre which is not urgently desired by the country. This is an indication of misallocation of resources in the country, and in the end will perpetuate the vicious circle of underdevelopment, which characterizes the less developed countries.

4.4 Summary

This chapter has shown the expansion in the higher academic secondary schools is increasing at high rate while the intake of the public higher educational institutions remain static. The expansion in the academic education is faster than in technical education. Alongside this, the academic education is biased towards the Arts section rather than the scientific one.

The majority of the University of Khartoum students come from a fluent and able families, while the students from low income group are shrinking over time. This new phenomenon is coupled with the growing number of girls in the higher educational institutions. The manpower
FOOTNOTES


(2) Ibid.

(3) Ministry of Education Statistics.


(6) The intake is collected, grouped, and classified from the *Higher Education Admission Committee*.
(7) The regional distribution of candidates is collected from the Higher Education Admission Committee for the years 1970/71 - 1986/87.

(8) The data is taken from the Higher Education Admission Committee, but the percentage is computed by the author.

(9) The male and female distribution is adapted from the National Council for Higher Education, the Annual Statistics, while the intake of the students is taken from the statistics of the Higher Education Admission Committee.

(10) The data compiled and grouped from the Higher Education Admission Committee Statistics.

(11) The data is collected, classified, and grouped from the Higher Education Admission Committee.

(12) The graduates of Khartoum University and the total output of Higher Education are collected from the National Council for Higher Education Annual Statistics.
The Annual Statistics of the National Council for Higher Education.

CHAPTER FIVE

UNEMPLOYMENT AND ECONOMIC PERFORMANCE

OF THE SUDAN SINCE 1976

5.1. Introduction

Education is the major source which supplies a society and feeds socio-economic plans with trained manpower. Ministry of Education in all countries head the list of specialized agencies which train and promote manpower members, physically and mentally.

The success of any educational system comes from its ability to meet the demands of the society in the field of sufficient trained manpower for the implementation of socio-economic plans. Social and economic progress is not only attained by the trained manpower members which educational institutions turn out, nor by the financial sums which countries allocate in their budgets, but also by the sufficient and necessary specialization in manpower. Any educational system which fails to secure the number, type,
and standard of required manpower is doomed as inefficient. Excess, shortage and misallocation of manpower constituents, all lead to loss of economic and human resources. It is, therefore, wise to determine in the first place the need for trained manpower and then meet those needs without surplus or shortage. Such a goal can only be reached through planning in education itself, quantitatively and qualitatively to satisfy the manpower requirements.

This chapter will focus on the problem of graduates unemployment. We will examine the performance of the Sudan economy after 1978, because this year was the starting point of the serious economic deterioration in the Sudan. We will then demonstrate the supply of the higher educational institutions of graduates and the demand of the labour market for those graduates. Then we will investigate the effects of the graduates and lastly a conclusion will be drawn.

5.2 The Performance of The Sudan Economy Since 1970

Historically speaking, the economic planning in the Sudan started in 1945 by two five-year programmes up to 1956 drawn up by the colonial Administration. These programmes were just allocation of projects.
After independence we continued not having any plan - we used to work with budgets. This situation continued up to 1960. Then we had the ten year plan for Economic and Social Development. It was supposed to cover the period 1961/62 - 1970/71. Unfortunately this plan did not last more than four years because of the 'October Revolution.' After the ten year plan expired we returned to the system of budgets until the year 1970 when the government launched the five years plan which was drawn to cover the period 1970/71 - 1974/75. This plan was different from the ten years plan in a sense that it was drawn up by the help of socialist advisers. One of the characteristic features of this plan was that, it did not talk of definite figures for the jobs that have to be created unlike the ten years plan which had figures.

The five year plan was suspended after one year because of the communist coup in 1971. Then the plan was revised accordingly under the name of the revised five years plan. During this revised plan some targets were achieved, such as, in the field of transportation and communication, the Sudan was connected with outside world by the microwave. The television network was extended to
different parts of the country. Besides, these achievements, we had some failures, but we succeeded without inflation - one of the failures was that; we built factories, but, some of these factories were very poor in design and execution. For example Assam Sugar Factory suffered from a technical failure. It was built without a thorough soil investigation, although the soil of Assam is expansive. This will affect the durability of the factory during the raining seasons.

In the year 1977/78 we started the most elaborate plan which was supposed to extend for six years up to the year 1982/83. Like the previous plans the six year plan for Economic and Social Development lasted for one year. The plan was suspended because the foreign resources were below expectations, the domestic savings were not realizable. The government had nothing, the projects in the previous plans were not completed. The factories suffered from power cuts, emigration of local experts to the oil rich countries. However, the projects suffered from poor transportation and communication. The irrigation system was collapsing.

In addition to this foreign financiers lost confidence in the country. In summary the Sudan reached a serious
economic deterioration. This critical situation led the government to direct its attention towards the International Monetary Fund (IMF) which issued the Financial Reform and the Economic Stabilization Programme (FRISP) in 1978. In the context of this programme no new projects were going to be implemented. The programme conditioned the consolidation of the previous projects.

This acute deflationary policy which was declared by the "International Monetary Fund" meant the government sector and the private sector from expanding employment.

On the other hand, we find that, the educational planners did not make any response to these hard economic measures. The annual intake to the higher educational institutions was increased inside and outside the Sudan. New regional universities, Gezira and Juba, were opened. This policy directly resulted in increasing the number of graduates, while the vacancies for them became more scarce.
5.21. Economic Difficulties Since 1978 By Sectors

The inflationary policy which stressed the cutting of government expenditure affected all sectors of the economy. The economic difficulties were extended to all sectors.

The agricultural sector which is the spiral chord of the Sudanese economy was suffering. "A remarkable drop in the agricultural production in the year 1979 occurred. The drop was 56% which was the highest rate of the agricultural failure throughout the whole of this century." [1]

The public agricultural corporations had always been incurring losses. Such losses are shown in table 5.1. The deterioration in the agricultural sector was due to the lack of the agricultural strategy. One day the Sudan was thought to be the Arab granary of tomorrow. For instance in 1975 the Arab Fund for Social and Economic Development launched an ambitious programme covering one hundred projects to be executed in twenty-five years. The first ten years of this programme covered sixty-one projects. [2] Out of these sixty-one projects we find...
"Thirty-four of these projects aimed at expanding the infrastructure of the agricultural sector. The remaining twenty-seven projects out of these sixty-one are productive projects involving either crop or animal production. The programme conceived of big increase in Sudan's production of sugar, wheat, meat and edible oil. But these dreams were not realized and became only paper documents. The very marked deterioration in the productivity of the government schemes helped a great deal to shake the investors' faith in the Sudanese agriculture. The yield per feddan in the Sudan dropped from 4.5 kuintas per feddan in the late 1970s to more than 2.8 kuintas per feddan during 1980s. The recent famine was a scandal to the country expected to be the bread basket of the Arab world.

The problems of the industrial sector were summarized by Adham by saying: "most of the factories and productive units were established without suitable feasibility studies as well as the lack of production inputs, lack of capital and equipment, problems of power cuts and transportation."
as well as the seasonality of the supply of the actual exploited materials, resulted in losses of the industrial firms as a result of working undercapacity. Table 5.2 illustrates the performance of sugar factories. The table demonstrates the fact that all the sugar factories were working below the expected yield, especially Assalya sugar factory which was always below half its capacity. El-Guneid factory registered an improvement in the year 1985/86. In the year 1984/95 the production of New Hafsa, Sennar, and Kebblea sugar factories was positive, while it was negative for El-Guneid sugar factory.

The poor performance of the industrial sector can also be seen in the spinning and weaving factories. Table 5.3 shows the spinning and weaving factories were working undercapacity during the specified period. There was no factory which produced even half of its designed capacity, especially the "Sadiaa" (friendship) factory of Hassakeia, which is designed to produce 16 million meters of cloth per year. It only produced 1,114.3 million meters in the year 1985/86, while Kosti and Shendi produced 395 thousands, 526.3 thousands respectively in the same year.
<table>
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<tr>
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<td>1989/03/18</td>
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<td>000</td>
<td>194,641</td>
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</tbody>
</table>

Note: The table above represents the production data for a specific period. The code and category columns indicate various aspects of the production process.
### Table 5.7 - Cotton Production in Thousand Meters

<table>
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</thead>
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<tr>
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<td>4. Shandong</td>
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</tr>
</tbody>
</table>

Note: In million meters.
However, these continuing losses and poor performance of the public industrial factories led the government in 1981 to dissolve the boards of the Corporations running soap factories, sugar factories except Kueinza sugar factory, oil factories, as well as the spinning and weaving factories.

All these factories came under a rehabilitation programme. In 1981/82 the soap and oil factories became holding companies between the Sudan government and the Arab Authority for Agricultural Investment and Development (AAA/ADI).

On the other hand, we find the private sector also fails to expand its volumes to participate in the process of development. Professor M. H. Awaad, referred this failure to the following: "private investors were interested only in the non-productive activities, such as, luxuries, trade at expense of necessities, speculation in lands, hard currenaces, and in boarding goods."(67)

This analysis of Professor Awaad goes in conformity with Tony Killick who said "the rich in the less developed
countries are not high savers. They are accused of indulging in conspicuous consumption. The private investors in the Sudan are interested in the activities that have the quickest turnover. Like the agricultural and the industrial sectors; the transport sector is deteriorating all the time. The very extreme case of this deterioration is the Sudan Railways. The director of the traffic administration said that "by now Sudan Railways is working under capacity. The working fleet now is 25% of the total power." He continued "The passenger locomotives decreased from 430 in 1973/74 to 30 in the year 1987, while the manpower of Sudan Railways decreased from 36,478 in the year 1973/74 to 33,450 in 1982/83." Going along with this point, we find Sudan Airways is also facing the problem of the poor performance and the continuous losses. This led the government in the final sense to privatize Sudan Airways. To achieve this goal, many professionals were terminated. New conditions of service were introduced with the remaining staff. New experienced and qualified personnel were drawn from other government and private units, and even from outside especially in the field of air hospitality. There were no chances for fresh graduates to compete in such now vacancies.
if we move to the service sector, we find it deteriorating also at an increasing rate since the application of the Financial Reform and the Economic Stabilization Programme. For example, the development expenditure decreased from time to time.

The expenditure on development was decreased by 15.7% from the years 1975/76 to 1977/78 to 1978/79 to 1980/81, and in the year 1982/83 the projection of the expenditure on development was thought to be Rs19.7 million. In other words, a decrease of 21.4% from the years 1975/76 and 1977/78.

This was because the IMF recipes were always talking about rehabilitation and consolidation of the development schemes rather than expansion in new ones. The action of cutting development expenditure indirectly implied curtailing the growth rate. For example, "the GDP growth rate decreased from 4.5 percent in the years 1975/76 - 1980/81, to 2.1 percent in 1982, and to 1.5 percent in 1983/84."
The deterioration in the economic sphere was also extended to the commercial sector. The balance of payments was always showing a deficit on the current account, achieving a phenomenal "28" times its level in 1970/71. As a ratio of the GDP, deficit on the balance of payments increased from an average of approximately 2.6% for the period 1970-73 to an average of 9.7% in 1973-78 to an average of 16.6% in the years 1982/83.

The balance of trade was always showing deficit. That was because during the last decade, most of Sudan's imports were luxurious in nature. Electronics like coloured television, videos, refrigerators, air-conditioners, were imported in huge amounts. Also expensive dresses and other articles of ostentation were brought into the country.

However, the decline of exports is due to the high cost of production of Sudan's exports caused by the high rates of inflation as well as high import content of exports originated from the irrigated sector. The relatively high tax and low producer prices, the acute competition from
other exporting countries and the increased use of substitutes by traditional importers. *(85)*

Table 4.5 indicates such deficit. The deficit in the balance of trade in the year 1985/86 was 5.57 times that of 1976/77. In the year 1983 the deficit was the highest deficit throughout the period concerned. This might be going to the effect of drought which happened in the year 1982 and continued up to the 1985 which affected the agricultural sector seriously.

However, other sectors in the economy like the mining sector has hardly contributed much to the GDP because this sector is still young in the country. The contribution of the mining sector is still ranging between 0.7% to 0.8% in the GDP.

Besides this economic illness we find the economic surplus in the country is distributed in non-productive and non-developmental activities. Medani found that most of the economic surplus in the Sudan is absorbed in defense, bureaucracy, corruption, and debt services on loans which were not used productively. *(86)* He...
<table>
<thead>
<tr>
<th>Year</th>
<th>Imports</th>
<th>Exports</th>
<th>Trade Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>341.4</td>
<td>193</td>
<td>-148.4</td>
</tr>
<tr>
<td>1977</td>
<td>376.5</td>
<td>23.2</td>
<td>-146.3</td>
</tr>
<tr>
<td>1978</td>
<td>449.6</td>
<td>202.7</td>
<td>-246.8</td>
</tr>
<tr>
<td>1979</td>
<td>477.3</td>
<td>232.7</td>
<td>-245.6</td>
</tr>
<tr>
<td>1980</td>
<td>788.3</td>
<td>271.3</td>
<td>-517.0</td>
</tr>
<tr>
<td>1981</td>
<td>839.8</td>
<td>357</td>
<td>-482.8</td>
</tr>
<tr>
<td>1982</td>
<td>1213.8</td>
<td>483</td>
<td>-730.7</td>
</tr>
<tr>
<td>1983</td>
<td>1760.9</td>
<td>810.7</td>
<td>-950.2</td>
</tr>
<tr>
<td>1984</td>
<td>1490.8</td>
<td>817.2</td>
<td>-673.5</td>
</tr>
<tr>
<td>1985</td>
<td>1926.7</td>
<td>844.7</td>
<td>-827.0</td>
</tr>
</tbody>
</table>

Source: Ministry of Finance and Economic Planning

Note: The negative sign for deficit.
continued "the expenditure on security and defense alone reached more than 17% of the GDP in 1973, and over 30% of the entire budget went to finance defense and security in 1978."[3] Michael Chege said "the number of the Armed Forces was increased from 52,600 in 1973/77 to 54,000 in the year 1982. [3] This costs the Sudanese government 120 million dollars in 1976/77, while it costs the government 333 million dollars in 1982, or 3.6% of the gross national product."[3] This expenditure on defense without doubt had the effect of raising the external debt burden on the country.

The other channel in which the economic surplus is absorbed is corruption. "In 1983 after the declaration of the state of emergency to eradicate corruption, top bureaucrats were charged with embezzling three million Sudanese pounds from some banks. Another bank made 200 million Sudanese pounds loan to just one businessman whose business was non-existent."[2]

The debt service is another area in which the economic surplus is absorbed. This phenomenon came to existence as a result of the continuous mounting debts, which by now was estimated to be about
13 billion dollars. The funds which came from outside were wasted on non-productive units and lavish celebrations. 

The external debt services in the Sudan reached 77.4% of export earnings in 1980, while it was 13.4% in 1971. In the 1980s it is expected to reach between 50% to 90% of the export earnings.

3.3 Concluding Remarks

In this chapter we have discussed the economic performance of the Sudan economy since 1970. We have chosen this period because the serious economic problems in the Sudan started about that time. The International Monetary Fund have worsened the performance of the economy with its harmful and rigorous measures. These deflationary measures had forbidden the economy to expand. The working factories and corporations were working below the expected capacity.

This deflated economy has a negative cut back on the labour market. The educational institutions, which did not modify their policies according to this bad performance of the economy, did continue to produce graduates in the labour market. Despite this paralyzed economy and fragile structure new educational institutions were opened, such as, Juba University and Gezira University. The number of graduates started to mount. On the other hand the economy was unable to absorb the increasing number of new graduates.
However, in the next chapter we will see the unemployment among higher educational institutions, we will analyse the data which is obtained from the Ministry of Labour, the Recruitment Board Committee for the Central Public Service and the interviews conducted with eight hundred employed and unemployed graduates.


18. Ibid


CHAPTER SIX

DATA ANALYSIS

6.1. Introduction

The secondary data analysed in this chapter were mainly obtained from the Recruitment Board Committees for the Central Public Service, and the Ministry of Labour. Registration Office for Graduates. The primary data were drawn from interviewing eight hundred unemployed and employed graduates in Khartoum. The employed graduates interviewed in Khartoum were only 200.

6.2. Recruitment Board Committee for the Central Public Service

For Asham "the Recruitment Board Committee for the Central Public Service was established in 1974 to raise the efficiency of the Public Service by choosing the suitable man for the suitable place."(1)
The Committee is working under the following principles:

(1) Equality in employment seeking.
(2) Free competition for the jobs.
(3) Efficiency of the applicants.

The Committee works under the umbrella of the said principles to avoid random selection. But to choose the most proper and efficient personnel.

There should be no nepotism and mediation as the principles show. The Committee compiles the supply and demand of the labour market for graduates. "It does not participate in the allotment of finance for the proposed jobs in the national budget." (2)

However, the supply of the unemployed graduates, until the year 1986/87, came to the figure of 18,167. The breakdown of this number according to sex was as follows: 16,103 were males, 2064 were females. "The unemployed graduates constitute 0.084% of the total population in the
Sudan and 0.27% of the economically active population in the country.\(^{(3)}\)

Table 6.1 shows the supply of graduates in the labour market during the period 1982/83 - 1986/87. The first remark we extract from the table is the fact that the increase of the unemployed graduates from both sexes was more or less in arithmetic progression. The ratio of the unemployed:males over the unemployed females was very near during the specified period with an exception of the year 1986/87 where the product was 7.8. However, it was 3.6 in 1982/83, 3.5 in 1983/84, 3.10 in 1984/85, 3.1 in 1985/86 respectively. The percentage of the unemployed females out of the total unemployed graduates in the year 1982/83 was 21.4, while it was 11.3 in the year 1986/87.

6.3. Ratio between Registration and Employment of Graduates

Table 6.2 illustrates the ratios between registration and Employment of graduates for the years 1978/79 - 1982/86. These ratios represent the demand side of
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Total</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td>197.3</td>
<td>104.6</td>
<td>92.7</td>
</tr>
<tr>
<td>5-9</td>
<td>192.9</td>
<td>108.5</td>
<td>84.4</td>
</tr>
<tr>
<td>10-14</td>
<td>189.6</td>
<td>106.1</td>
<td>83.5</td>
</tr>
<tr>
<td>15-19</td>
<td>186.8</td>
<td>102.9</td>
<td>83.9</td>
</tr>
</tbody>
</table>

**Notes:**
- The data is collected by the researcher.
- The Ministry of Labor, Registration from the industry of labor.
- Source:
graduates in the labour market. The table shows the highest rate of employment in the period concerned for the applied sciences graduates was in April 1980/March 1981. It reached 91.5%, while the highest percentage of employment for humanities graduates was the year April 1979 - March 1980 when the rate of employment was 97.2%. As for the higher institutes, the highest percentage of employment was registered in April 1979 - March 1980. The percentage reached was 95.6. But, in the year 1985/86 they recorded the lowest percentage of employment, it was 61%.

The year 1979/80 registered the best situation of employment for all the graduates. The percentage reached was 75.8, while the lowest employment percentage for the total employment process was recorded in the year 1985/86. The percentage was 15.9. This low employment process came as a result of the non-expansionary and austerity measures which was adhered to, by the government, in 1978. The working government corporations were incurring losses, the factories were working below their full capacities, this as well as the decisions taken by the
6.4. The Distribution of Graduates According to Sex and Specialization 1982/83 - 1986/87

6.4.1 Male Distribution Among Applied Sciences

Table 6.3 gives an illustration of selected applied sciences graduates by specialization. The table tells us the high rate of employment for males was from the faculty of medicine. The total average percentage of employment was 86.6. The engineering males graduates percentage of employment was 43.3, while the pure science and agriculture male graduates percentages were 21.2 and 12.1 respectively. One can also remark that during the year 1983/84 the best male employment record came from engineering sciences.

6.4.2 Male Employment: Selected Departments of Humanities and Social Sciences 1982/83 - 1986/87

Table 6.4 shows the situation of male employment among selected departments of humanities and social
<table>
<thead>
<tr>
<th>Date</th>
<th>Product</th>
<th>Test</th>
<th>Result</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
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<td>123</td>
<td>9</td>
<td>6.5</td>
<td>this test was repeated</td>
</tr>
<tr>
<td>1/2/14</td>
<td>123</td>
<td>10</td>
<td>6.8</td>
<td>this test was repeated</td>
</tr>
<tr>
<td>1/3/14</td>
<td>123</td>
<td>11</td>
<td>6.9</td>
<td>this test was repeated</td>
</tr>
<tr>
<td>1/4/14</td>
<td>123</td>
<td>12</td>
<td>7.0</td>
<td>this test was repeated</td>
</tr>
<tr>
<td>1/5/14</td>
<td>123</td>
<td>13</td>
<td>7.1</td>
<td>this test was repeated</td>
</tr>
<tr>
<td>1/6/14</td>
<td>123</td>
<td>14</td>
<td>7.2</td>
<td>this test was repeated</td>
</tr>
<tr>
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<td>123</td>
<td>15</td>
<td>7.3</td>
<td>this test was repeated</td>
</tr>
<tr>
<td>1/8/14</td>
<td>123</td>
<td>16</td>
<td>7.4</td>
<td>this test was repeated</td>
</tr>
<tr>
<td>1/9/14</td>
<td>123</td>
<td>17</td>
<td>7.5</td>
<td>this test was repeated</td>
</tr>
</tbody>
</table>

Total: 100

Notes: All tests were repeated on the same day to ensure consistency.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>0.16</th>
<th>9.4</th>
<th>5.8</th>
<th>0.08</th>
<th>0.06</th>
<th>0.02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>0.48</td>
<td>14.0</td>
<td>37.8</td>
<td>0.98</td>
<td>0.40</td>
<td>0.70</td>
</tr>
<tr>
<td>Week 3</td>
<td>0.12</td>
<td>9.6</td>
<td>9.4</td>
<td>0.77</td>
<td>0.88</td>
<td>0.95</td>
</tr>
<tr>
<td>Week 4</td>
<td>0.06</td>
<td>6.95</td>
<td>0.80</td>
<td>0.86</td>
<td>0.85</td>
<td>0.80</td>
</tr>
<tr>
<td>Week 5</td>
<td>0.12</td>
<td>9.4</td>
<td>9.4</td>
<td>0.77</td>
<td>0.88</td>
<td>0.95</td>
</tr>
</tbody>
</table>

Source: Table 5
The table indicates that the best period for employment for all of the selected departments was the year 1982/83. The average percentage of employment of the graduates from the arts disciplines, was the best average throughout the period. It was 19.8 for all the graduates, while it was 18.6 and 11.1 for the graduates of economics and commerce and the graduates of law respectively. The total average percentage for the employment of the three disciplines was about fifty percent being 49.5 percent.

6.4.3. Female Employment: Applied and Pure Sciences

1982/83 - 1986/87

Table 6.5 shows the situation of employment among applied and pure sciences graduates. The table shows the highest rate of employment recorded for all of the disciplines was the year 1982/83. This resembles the situation of females from the humanities, which recorded the highest rate of employment during the same period. The females from engineering recorded a unique rate of employment in the year 1982/83. "The rate was 130%" (8).
from medicine and dentistry registered the highest rate of employment. The employment of the agricultural graduates and the pure Sciences. One was almost equal. The results indicate the area of medicine is still fertile for women, while the fields of agriculture is saturated with them. So a quota system has to be applied in the areas of agricultural and science, while increasing the girls in the medical fields during admission.

6.4.4 Female Employment: Selected Department of Humanities and Social Sciences 1982/83 - 1986/87

Table 6.6 indicates the situation of employment among selected departments of humanities and social sciences. The table shows the females from the Faculty of Arts recorded the highest rate of employment in the year 1982/83, while the rate of employment for the graduates of law was very weak all the time. The employment situation of the graduates from the arts section and the graduates from law was very bad in the year 1984/85; while it became better for the arts graduates in the next year 1985/86.
<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Per cent.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</tr>
</tbody>
</table>
But it became even worse for the law females in the same year. The best average of employment was registered by the graduates of the arts female throughout the specified period. It was 27.1% while it was 10.4% for economics and commerce and 7.3 for the law graduates.

8.5 **Summary of the Findings**

In this section we have shown the supply of the unemployed graduates during the years 1982/83 - 1986/87. The number of the unemployed graduates was 19187 out of which 11% were females in the year 1986/87. The number of the unemployed graduates was 0.27% of the people who are eligible for work in the Sudan. The employment for the graduates was worsened as a consequence of the restrictive measures taken by the government in 1978 and the serious deterioration of the economy which paralyzed the all sectors of the economy. The employment process dropped from 75.8% in 1978/80 to 15.3% in the mid eighties. In the applied sciences faculties the students of medicine recorded the highest average for employment in the specified period. It was 78.5% while the employment
of the graduates of agriculture registered the lowest average of employment it was 13.6%. However, the employment in the humanities was almost the same for the disciplines of commerce and economics. It was 19.1% for the graduates of arts, while it was 17.5 for the graduates of economics and commerce. The employment of the graduates of law was much low it was 10.1%.

6.6 Vacant Posts

A Committee from the Chamber of Service Affairs was assigned in the year 1986/87 to find out the real number of vacant posts for the graduates. The Committee surveyed the local and central governments and the public sector bodies. The vacant posts amounted to 2,878 only.

The shortcoming of this Committee was that, it made no survey of the private sector to see their response to such a situation. The Committee also remarked that the contribution of the banking and the central government ministries to the problem was very small. The central ministries and departments excluding the Ministry of
the graduates while the regional government allocated 673 vacancies. In the percentage of the vacant posts to the total unemployed graduates in the specified period was only 15.8.

6.4 Factors Contributing to the slow Employment Process

From the preceding analysis the factors that were responsible for the slow employment process were:

First, the incompatibility between the output of the educational institutions and what it actually needed in the labour market. This goes to the optimistic development plans which were formulated since the early sixties. These did not conceive of any hindrances that may halt their execution. An example can be drawn from the ten-year plan for Economic and Social Development, 1961/62 - 1970/71. This plan anticipated by 25% graduates from different fields, but actually, we find the graduates in 1970/71 were only 6%. The plan was stopped after it had lasted for four years because of the "October
Revolution." But after that nothing was done about educational planning which was devised to produce what was expected by the ten-year plan. The same thing can be said about the six-year plan which projected a deficit in the agricultural graduates and veterinary doctors. Deficit from both disciplines were expected to be 3,540. But in 1982/83 half of this expected deficit was registered as unemployed in the Selection Committee files.

The six-year plan was stopped after one year and a new deflationary policy was declared on admission of the IMF in the year 1978. Nothing was done to revise the educational policies which were geared in 1977/78 to produce what was expected by the plan. The intensification in higher academic education was continued and accelerated, and the intake of the higher educational institutions did not bother about the mounting rates of the job-seekers outside in the labour market. This situation can be shown in tables 6.7 and 6.9. These tables illustrate the incompatibility between what was actually needed and the real output of the educational institutions. From both tables we can come to the conclusion that,
| Source | | | | |
|--------|--------|--------|--------|
| 10.8+  | 545    | 10.9+  | 545    |
| 10.9+  | 546    | 10.9+  | 546    |
| 11.8+  | 607    | 11.8+  | 607    |
| 12.1+  | 610    | 12.1+  | 610    |
| 13.7+  | 695    | 13.7+  | 695    |
| 13.9+  | 706    | 13.9+  | 706    |
| 14.8+  | 759    | 14.8+  | 759    |

**Note:**

An additional note that appears to be a reference or a related document:

"In the situation where..."
the absence of integrated economic plan was a major cause to the unemployment problem.

The second reason, that may delay the employment process, was the fact that, "the government units stopped the haphazard appointment of graduates from applied science faculties since 1960".(12) Appointment occurs only when there is vacant post.

The third factor in making the employment process even worse, was the absence of the creation of new jobs. That was done in away that chapter one of the budgets was squeezed to cope with the stabilization policies recommended by the "IMP". There was an annual cut of the actual expenditure on chapter one of the budget. This of course will worsen the situation of unemployment in the country.

The fourth element that made employment very slow was "the absence of coordination between the different employment entities"(13) for example between the Recruitment Board Committee and the Chamber of Service
to the general economic atmosphere which discourage both sectors, the private sector and the public one to expand. Here, the solution lies in the improvement of the general economic environment.

The sixth element that warrants the employment process is that; some of the government units, for unrevealed reasons, do not make benefit from the approved jobs in their budgets during the relevant fiscal years. According to the regulations, the Chamber of the Service Affairs usually do not give them more jobs in the next fiscal years, because their previous approved jobs are still vacant. This will affect the employment process because new jobs will not be created unless the old ones are filled.

The first factors that make employment for graduates slow is the weakness of the information base. As we know, the absence of data bank is the major barrier for policy making and research activities. The problem of information about the vacant posts is just part and parcel of the whole problem of the unavailability of data which
That is because the number of the dependents in the society will increase. It will add more complications to the country's problem especially when an economically active segment of the population like this becomes only consumptive in addition to the children and the old. And this reinforces the vicious circle of under development.

Second, unemployment may cause mal-distribution of population in the country concerned. Since underdeveloped countries suffer from a dual structure of the economy as we have in the Sudan, we find the educated cadre favours to remain in big cities and towns even if their origins are the rural areas. This is because in the rural areas we do not have what the educated consider suitable employment for them. They seek jobs in the national capital, not only employment but, in the national capital, there are chances for them to do further studies or perhaps they may find a contract for work in the oil rich countries.

Third, another economic set back of the graduates unemployment is that, the graduates have been a real cost
on their country. They have been raised from childhood to adulthood, they had been fed, clothed, and medically looked after, and became highly educated. These people want to serve the country at the age when they could begin to repay their debt. The Sudan is thus deprived of its more qualified, skilled and more able men. This long period of unemployment will affect their abilities and they will lose their skills which have been acquired from learning and in the end the country loses.

In line with this point we can say; the creation of the high qualified cadre needs long-term planning which takes more than "15" years. In the national symposium held at the disbanded Sudanese Socialist Union (S.S.U.) in 1978, the real cost of this gestation period was translated into real numbers. "The student at the primary stage costs Ls.210, in the intermediate stage costs Ls.572, the cost at the high secondary school was Ls.957, and the cost of the student at the university level ranges between Ls.1,000 and Ls.8,000 per annum."(14)

Fourth, another setback of high counting rate of
unemployment is the dissemination of some administrative corruption and malpractices like bribery and nepotism. This is because employment has become scarce, then the new vacancies are filled by such means. For example, in 1981 the group of candidates supposed to fill "19" posts as "Third secretaries diplomats," raised a complaint to the Minister of the Foreign Affairs protesting the procedure and the way which was devised to select such cadre.

6.4.2 Political Impact of Graduates' Unemployment

It is generally agreed that in the academic circles, unemployment among educated people will lead to the political groupings. Such political gatherings will threaten the national security of the country, especially in the case of Sudan where the educated personnel are always the vanguard of revolution. The university students are the tools of change in the country. Examples of these are the October Revolution in 1964, in which Khartoum University students Union (KUSU) played the major role in the overthrown of the Ahmad Military Government. El-Gunashi was the first martyr among Khartoum
University students and he was the cause of the flare-up of the revolution. Another example can be drawn from April 1985 Popular Uprising against Nimeiri’s regime.

The unions of students from Omdurman Islamic University, Khartoum Polytechnic, and Khartoum University were the first victims of arrest campaign which was led by the security authorities.

Bakri Ahmed Adeel the Minister of Education of the Coalition government in April 1986 in a symposium at the Staff Club of Khartoum University, stressed this point by saying that, unemployment among educated people is one of the major indications that can threaten the national security of the country. He continued that, this educated segment may become a fertile land for the opposition to mobilize, direct and use them cunningly against the ruling government. Example of such groupings is the establishment of the Committee of Unemployed Graduates formed in 1984.

6.7.3 Social Consequences of Unemployed Graduates

The first negative effect of the alienation of
unemployment among graduates is the declining view on education itself, especially in the Sudan where education is considered as a way of welfare maximization. It is an inherited concept that the graduates are supposed to raise the standards of living of their families. With the increasing rates of unemployment, education will not be respected by the Sudanese families.

Second, the unemployment of youth in this stage, will definitely in the end lead to delay of the age of marriage. The result of this delay of the age of marriage will lead to despair and the loss of hope in the future.

Third, the phenomenon of unemployment may lead the affected persons to be inclined to some social diseases and crimes to solve their problems. These crimes may be cheating, stealing, counterfeiting and general dishonesty.

Fourth, unemployment may spread and propagate anti-patriotism, less faith and less loyalty to their country. The unemployed graduates may reflect bad images against their country if they go abroad, or even
the feeling of inferiority-complex in the society especially among the educated people." (17) This feeling may propagate frustration, depression, and committing suicide among this sector of population.

Second, this phenomenon of unemployment may breed and disseminate the spirit of cowardice and the lack of initiative of the employed graduates. They can not participate positively in their work. They only receive the orders of their bosses because if they make any objections to these orders and directives, they may lose their jobs and be thrown into unemployment given the lack of alternative employment opportunities.

6.7 Primary Data Analysis

Data were obtained from questionnaire completed by some of those registered people. Eight hundred graduates were interviewed from both sexes. Six hundreds of the interviewed graduates came from universities disciplines, while two hundreds came from medicine, engineering, agriculture and veterinary sciences. These people were
interviewed at the University of Khartoum. Three hundred women were interviewed among the whole sample.

The questionnaire was conducted in March 1987. It took ten days. The questionnaire found that 46% of the graduates came from Khartoum. 30% of the sample were dependent on their families. Moreover, the main source of information for jobs is the Recruitment Committee notices in the main premises of the Committee. Students from medicine obtained employment quickly. But those from agriculture, veterinary science and pure science had to wait for the longest period of time. During the first half of the democratic period, 5% of the unemployed graduates think that the coalition government was serious in trying to solve the economic crisis of the country. This goes to the fact of the political affiliation of the graduates concerned.

Some questions were asked to extract some information about the phenomenon of unemployment and to see the perception of the affected people about the problem.
The first question was on the age of the graduate. This resulted in the fact that, the age of the sample range between twenty six to thirty years of age. The oldest group was from humanities.

On the origin of their candidature, it was found that 48% of the graduates were from Khartoum. Smaller percentage came from the Central, Northern and Eastern regions respectively, while 7% came from both the Southern and Western regions, the most distant, the most rural and least developed and poorest regions.

The marital status of the graduates was noted. 96% of the unemployed sample were single. This indicates the delay of marriage in the mid-twenties to later ages. Six percent of the married cadre were women.

However, it was found that 61% of the unemployed sample generate their incomes from their fathers and relatives abroad, while 11% of them are doing petty trade.

In response to our question why did they prefer to work in the national capital we find 57% hope to leave for
outside world while 3% wanted to do further studies, we found 3% said that in the regions they will be isolated from the real life in the country. In Kharboum they are nearer to the news and their families because of easy communication and transport. This will lead to misdistribution of the educated personnel in the country as well as the shake-up of population distribution. This also may deeply root the social dualism in the country.

Regarding the waiting period, it was found that the waiting period for humanities with the exception of some fields like banking, cost accounting and statistics, has gone to three years. However, specialization like agriculture, pure sciences and veterinary sciences remain unemployed for three years and over. The unemployment of the pharmacists, medical doctors and the dentists was only provisional. The longest period is six months only. Most of the pharmacists are absorbed in the private sector because of the high salaries they are offered. Therefore,
batch in October 1968, we found that the whole of the graduated cadre was contacted by the private pharmacies to work with them. Twenty out of the thirty-eight pharmacists from the graduated people of the University of Khartoum, signed legal contracts with private pharmacies before the issue of the certificates by the University.

On the psychological effects of unemployment we asked two questions; the first one was, if the disease of unemployment motivate the people concerned to do criminal things like committing suicide, stealing, dealing with prohibited goods like opium and narcotics. The question was not answered frankly by the unemployed people, but only two said they might spy on their home country if they were attracted by a foreign organization. This is one of the expected consequences of the unemployment disease in society. If the period of unemployment becomes longer, more phenomena will appear.

The second psychological question was if unemployment caused sleeping disturbance and social
annoyance. The answers revealed that 37% of the sample suffer from the sleeping disturbance. This is a reflection of anxiety and unrest which the graduates suffer with the deteriorating psychiatric health. On the other hand, the study found that the unemployed graduates are facing social annoyance either from their families or their uneducated mates. They were not respected in the society and encountered ironic and cynical comments.

This, as doctor Sinag maintained, "will lead to the social phobia or social withdrawal." In other words, it will lead this group to become introvert and not participate positively in the activities of the society. This represents a great ruin to a generation which is supposed to participate fully in the development of the country.

When we asked about the opinion on the Recruitment Board Committee, 41% described the work of the Committee as inefficient, 21% believed in the overwhealnness of nepotism. However, Safia El-Tahir, the Deputy Chairman of the Committee refused any corruption practices. She said "any endeavour for the backdoor corruption and
mediation will not succeed."(19) The image of the graduates on the Selection Committee will be shaken after the last circular issued by the Ministry of the Public Service which preconditioned the sitting for two papers on English and Arabic languages before entering the interview within the Selection Committee premises (see appendix 5).

The last question asked was about the solution to lessen the unemployment problem - 3% proposed the establishment of new productive units. 24% suggested the coordination between the higher education output and the needs of the labour market. 43% saw the solution lies in making bilateral contracts between the Sudan and the oil rich countries. The rest suggested the encouragement of the private sector to absorb the surplus.

However, the oil rich countries will not accept recruiting fresh graduates because they need trained personnel. The encouragement of the private sector is reasonable.
6.9 Summary and Concluding Remarks

In this chapter and in the first place we have analyzed the secondary data which is collected about the phenomenon of unemployment of graduates. Our findings in this respect reached a conclusion that the rate of the unemployment of the graduates was seriously affected by the austerity measures which were introduced in 1978. This can be explained by the fact that the rate of employment of graduates dropped from 75.8 in 1978/80 to 55.9% in the mid-eighties. However, the vacant posts which were opened for these unemployed graduates represented only 15% of the total unemployed graduates in the year 1986/87. In the same chapter we found that, beside the non-expansionary policy which is introduced in 1978 and paralyzed the economy at large, some policies were also contributed to the slow process of unemployment. Examples of these policies are: the lack of coordination between the different employment units, the marginal role of the private sector in solving the employment process, lack of information about the vacancies available, as well as the unwillingness of some of the government units to
declare their vacante to the concerned authorities. The reasons for this were unrevealed. It could be for the lack of finance or to give room for corruption practices. After that we tried to remind the concerned authorities that unemployment has serious economic, political, social and psychological effects. On the economic effects we have mentioned the real loss of the nation because it is deprived of its most economic and energetic cadre. Also we have shown the later personal and regional disparity which may emerge as a result of this phenomenon of unemployment on the social effects we warned that the problem of unemployment may lead some social diseases like stealing, counterfeiting, the shake-up of the ethics like the widespread of the secret prostitution. And last we have warned against social stratification and social hatred which may lead to violence in the community and chaos in all aspects of life may prevail. On the political effects we have shown the educated people are the tools of change of regimes in the Sudan. In 1984 the Alhoud Military Junta was overthrown by the civilian strike led by the unions especially the University of Khartoum students union who played a major role in the outbreak of October Revolution. In April 1985 the experiment was
repeated against the Nirei dictatorship, and it succeeded. On the psychological effects we said that the problem of unemployment might kill the spirit of initiative of this over-mind people, although we are in need of such modernized thought to use them in the development process of our country.

At the end of this chapter we have demonstrated the analysis of the primary data collected from eight hundred registered unemployed graduates and some employed graduates.

The questionnaire proved the fact that most of the graduates pointing around the Selection Committee premises were from Laautoum and the nearest regions. It also told us that the Selection Committee notices are the major source of information for the jobs. However, we have found that, the age of marriage for the unemployed graduates was not good. This has an effect on the population growth of the country. The country will be deprived of a healthy generation in the future.
Because as this educated people are the vanguard of development they will produce children and grow them properly. For example they will send them to schools if they reach the school age, unlike the uneducated people who ignore the importance of their children. On the other hand we found that the unemployed graduates represent a heavy burden on their immediate families and relatives. This also has a negative setback on the economy as a whole. Because as this group is enlarged in number, the consumption rate will increase in the community by this energetic people and in the final sense the economy will be depressed. The questionnaire also raised serious questions like plotting against home country. This phenomenon can be expected with the expansive activities of the foreign organizations which work in the field of relief especially when some of these organizations were accused of politicizing their aid in the remote areas.

However, we found that unemployment causes psychological problems. This will become a serious problem to the people concerned and the community as a whole. In the first sense if we have a depressed people in this age, it represent a loss to the community at large because the people with this level of education are expected to
play a positive role in the development of the society. In the second sense with the deteriorating psychiatric health it will become very difficult in the long run to fight against this disease. The affected people talked about reasonable solutions like establishing new productive units, coordination between different employment institutions, and making bilateral agreements with the oil rich countries to absorb the surplus of the unemployed people. These suggestions should be taken into consideration by policy-makers to lessen the danger of this national defect.
Postnotes


(2) Ibid, p. 29

(3) The Population of Sudan and the economic active people are taken from Ali A. Sighairoon, Populations in the Sudan (a paper presented to the technical committee on human resources development formed by the Minister of Finance and Economic Planning in June 1986, pursuant to the Ministerial Resolution No. 9), pp 6-40

(4) The data is collected from the Ministry of Labour, Registration Section of the graduates.


(6) Ministry of Labour, Op cit

(7) Ibid.

(8) The extra three graduates were absent at the time of registration and presented themselves at the time of employment.
(9) Ministry of Labour, Op cit.
(10) Ibid.
(11) Mohamed Adham Ali, Op cit. p. 34
(12) Ibid, p. 32
(14) The table reproduced from M. Eimanibda and Khalid
Attan Labour Market in the Sudan. a technical paper
presented to the ILO mission 1974/75
(17) Interview with Ahmed Osman Siraj, Sharja Hall
(18) Ibid.
(19) Interview with Satia El Tahir within the Selection
Committee premises.
CHAPTER SEVEN

CONCLUSION AND POLICY IMPLICATIONS

7.1. An Overview:

It has been the objective of this work to examine the principle reasons which contributed to the annually mounting unemployment of graduates. We subdivided the dissertation into seven chapters. In chapter one we emphasized that human resources are the orbit and the cornerstone of the economic and social development. We argued that, the lack of skilled and well qualified cadre leads to inefficient employment of capital in the production of goods and services. In the same chapter, we summarized the current manpower problems in the Sudan. These problems are: the rural - urban migration which is increasing from day today as a result of the regional inequalities. Second, we have the wages and salaries differences. This problem seems to be chronic in the Public Service. The third problem of manpower planners in Sudan is how to specify the shortage and surplus in the Public Service. No serious actions have been taken to
Chapter three revealed that, our educational policies are still biased to the academic education, while technical education is still lagging behind. We also found that there is a bottleneck in the admission of the successful candidates to the universities and higher educational institutes. In this chapter, we also found that the recent expansion which occurred in the higher educational institutions was partial to the humanities section. The last addition to the humanities was Omdurman Ahlia University. This chapter also revealed that the contribution of the remote regions in the annual intake is very low compared to Khartoum and the central regions.

However, we found that the educational planners in the country did not conceive of any change in the current educational system to cope with the social change which happened in the recent years in the Sudanese society. We observed that the types of the students in the University of Khartoum in the last six years was different from those in the 1970s. For example, the number of the girls in the
University of Khartoum in the 1980s is exceedingly high. The social background of the students is also different. The level of income and the level of education of the parents of the students in the University of Khartoum for the last six years was higher compared to the students in the 1970s and before.

In chapter five which is the core of this work, we found structural unemployment is a characteristic feature of the employment of the graduates especially during the recent past. This indicates the isolation of the educational institutions from the actual needs of the society. Alongside this recruitment policy we found there were high and increasing unemployment rates especially after 1978 when serious economic problems started to aggravate. As a result of the continuous wrong recipes by the "IMF" the Sudanese economy reached an unprecedented state of deterioration throughout its history. We have seen the disarticulation and the disintegration between all sectors of the economy.

We statistically examined the labour market situation for the graduates until the year 1986/87. The percentage of the vacant posts to the unemployed graduates was only
On the other hand, seven factors were enumerated as major causes for the slow employment process. These factors are: lack of coordination between different employment entities, the marginal role of the private sector in the employment process, the poor and haphazard communication process about the posts available, the continuous cuts in chapter one of the national budgets, the canceling of the haphazard appointment of the applied sciences graduates, and the contradiction between the qualifications attained and the actual needs of the community.

At the end of the chapter socio-economic political, and psychological implications of unemployment were enumerated. In the economic effects we mentioned the material losses which stem from the unemployment disease. In the political respect, we emphasized the role of the educated in the overthrow of the ruling military junta after independence, namely; the Ahmoudi regime as well as the Nimrifi government. In the social arena we mentioned some indicators to policy-makers if this segment of population is ignored. Some social defects like stealing,
corruption, prostitution and begging, may prevail as a result of unemployment.

However, the psychological implication of unemployment as we argued will lead to depression and inferiority-feeling which is difficult to control with the current deteriorating psychiatric health.

Chapter six tried to extract information about the problem from the affected people. The majority of the people interviewed stressed the importance of establishing new government schemes rather than the current philosophy of consolidating the old projects. In the social field we found the majority of the graduates investigated, were satisfied. However, some of the graduates suffered from sleeping disturbance. This conforms with what we have predicted in chapter four that unemployment has its social and psychological effects.

On the other hand, the questionnaire conducted revealed that, the first people who heard about the posts opened, were those who are in Khartoum and the central regions.
However, one can conclude this point by saying, more problems and defects will appear as the process of unemployment continues.

7.2. Policy Implications

In this part of the research we will throw some proposals for solving the unemployment problem. The rationale behind these suggestions is to enlighten policy-makers who are concerned about the problem and help them in the gradual tackling of the problem. The solutions raised are summarized into two categories. These categories are: short-run solution, and the medium and long run solutions.

7.2.1. Short-run Solutions

(1) Encouragement of the government units to enhance the filling of the vacant posts. This may be achieved if the Recruitment Board Committee send quarterly letters to the governmental departments and ministries to remind them of their vacant posts.
(2) Encouragement of appointment of graduates in the Regular Forces i.e., the Armed Forces, the Police Forces, the Prisons Forces, and the Fire Brigade Forces. This is because these sectors have hitherto drawn their cadre from the successful candidates in the Sudanese Higher Secondary School Certificate. The candidates admitted in the Military Colleges spend three years to be graduated as officers. It will be more useful to these sectors to draw their cadre from university graduates from two standpoints; first, it is cost-effective to these units and the government expenditure. Second, when the officers are drawn from university graduates specialized cadre are employed and in this sense the time of their training will be shortened. This has an indirect positive effect on the aggregate output of these units.

However, the absorption of the university graduates in the Regular Forces may create administrative problems. The graduates in the future may protest the differences in the organizational structure of these units, which were designed to suit the people
who came from the high secondary schools. Hence, from this forum, we suggest some reservations and reforms should be made to the administrative structures of these sectors to suit the qualifications of the graduates.

(3) Encouragement of making benefit from the available vacancies in the private sector with coordination of the Ministry of the Public Service and the Ministry of Labour. The private sector used to make benefit from the most efficient and the well-trained personnel in the government sector instead of recruiting fresh graduates.

(4) The government has to launch a scheme of employment training for such unabsorbed cadres. This scheme was introduced in Britain in September 1988 by Mrs Thatcher herself. The benefits of the scheme can be categorized into four elements. First, this scheme may prepare the graduates for the expected jobs in their fields of specializations, and this itself is cost-effective. The costs of the retraining of this cadre will be less when they join the government.
service. Second, by applying such scheme, indirectly resources are mobilized and directed into productive channels and this has a positive effect on the aggregate output of the economy. Such schemes will also fight against the evils of unemployment, especially the political one. To elaborate more, during the democratic era you can practice pressure on the ruling parties, by any means available. The unemployed people can be mobilized intelligently to cause continual headache to parties in power. The sign of this pressure is exemplified "in the meeting held between the unabsorbed graduates and the National Islamic Front (NIF) within the Constituent Assembly premises." (2)

"In March 1987 the unabsorbed graduates went on a peaceful march and handed a memorandum to the Prime Minister's office. The memorandum talked about the bad situation of the unemployment." (3)

Fourth, there is now a general tendency among the policy-makers to encourage the emigration of the unabsorbed graduates to the oil-rich countries to make benefits of their constituencies on one hand, and
to solve the problem of unemployment on the other hand. However, this problem cannot be solved mainly through the application of such experiments. This is because the oil-rich countries do not accept the untrained cadre to work in their countries.

However, from a practical point of view the government has now started with the schemes of the agricultural cooperatives for the graduates of agriculture in Abu Yam'a area. But, the experiment is still infant. We hope it has to be generalized to include other sectors of graduates and should be intensified to absorb many specializations in one scheme, instead of one discipline that makes benefit of such experiments.

(5) The concerned authorities have to review the decisions issued for the freezing of employment as a result of the deflationary economic policy which was recently implemented. The Ministry of Education in particular will benefit from the dissolution of such decisions because many graduates from other disciplines can be absorbed in the Ministry, such as,
the graduates of Science and Agriculture. The deficit of teachers up to the year 1987 was 679 in the Ministry of Education.

7.2.2. **Medium and Long-term Solutions**

(1) In this work we have seen that, the Sudan economy suffers from structural unemployment. This illness can be aggravated by the end of this century, as we have such high rate of population growth and the expanding policy of the educational system, vis-a-vis the weak absorptive capacity of the modern sectors of the economy. The deterioration was due to the intervention of the international institutions, namely, the "IMF" and the World Bank, therefore, we have to reach a political decision about these institutions, and we have to seek alternatives that can substitute for these institutions without any serious effects on the economy of the country.

(2) The problem of the choice of technology is a current problem which is now facing the underdeveloped countries in general and the Sudan in particular. This concept of modern technology is represented in
the technical knowledge and the equipment. This phrase of modern technology is thought to be a charming solution for the development problems in the underdeveloped countries. Along side this, the analysis used in the choice of technology are either labour intensive techniques or capital intensive techniques. No endeavour was made to create a system that reconcile between labour and capital instead of having them as diametrically-opposed. However, the unemployment problem with other factors is a product of unsuitable and wrong choice of technology in the economic planning of any country. The copy of technology from the advanced industrialists will never do in countries like Sudan. Because this imported technology is designed to suit only the concerned countries and this is irrelevant to countries like Sudan. Here, a question arises as to whether the economic and development planners have shorted tackling the issue of the choice of technology for the development process in the country. We need to review the relationship between employment and technology in order to minimize the danger of unemployment and to avoid dualism in the Sudanese economy.
The private sector in Sudan still plays a marginal role in the graduate employment process. This is because they still conceive development with a purely commercial mind, searching for quick turnover and lucrative profits, at the expense of the promotion of the means of production and its maintenance to realize continuation and growth in the long run. Over and above this, the private sector with its present form helped in the deepening of the dependency on the outside. This is because some sections of the private sector in Sudan exploited the reality of the openness of the national economy to connect it with the interests and the corporations of the advanced capitalist countries. These play a role of middlemen with such an unbalanced relationship between the internal corporations and external ones. Hence, if we want the private sector to contribute in the process of employment and development, we have to make it create and adopt the programmes that have a direct relationship to the national goals of the society, in the long run, instead of having investors who are only interested in general quick profits which have side effects on the social and economic reality. This
can be achieved through the improvement of the general economic environment that enables the private sector to expand and provide more employment opportunities for graduates. This coupled with the fact that the private sector should be helped to see the advantage of the employment of graduates. Because some people in the private sector in the Sudan are seen to favour this higher secondary schools graduates.

(4) In our questionnaire with the graduates we found that these people are unwilling to work in the regions i.e., outside the national capital. Therefore, in this respect we suggest that the government has to sign contracts with these people to work in the areas that need qualified personnel. This is in order to help in solving the problem of uneven development and equitable distribution of resources between the regions of the country.

(5) Our economic plans lack the scientific manpower studies which have a direct relationship with the actual needs of the society. The Sudanese families
can welcome this policy and they may help in the realization of such policy because the attitude towards education by the majority of population in this country is the welfare maximization. If parents especially the poor families guarantee their child will find employment in the end, they may encourage him to learn, and by this you can realize three things.

First, you can fight against the declining view on education by the Sudanese families as their children find jobs. Second, you can help in combating the illiteracy which prevails among the Sudanese society. Because people will start to send their children to schools "when they find a balance between the child labour and the costs on education."(1)

Third, by such policy, you can utilize your resources efficiently which is the foremost goal in the economic planning for any country. However, this truth of gearing education toward employment is "often over looked by policy-makers."(3)
(6) The government has to establish a scheme of unemployment fund. The money for this fund should be generated from philanthropic enterprises and nationals inside or outside the country. To achieve this goal, the media has to play the major role to mobilize the masses and the enterprises have to sympathize with this affected sector of population. A positive response may be expected from the Sudanese people because they are famous for their generosity and chivalrous natures with such situations. The late experience of Sudan call to fight against famine is still in the Sudanese, and outside world minds, who were also impressed by such humanitarian standing. These specific funds can be used in either establishing new projects for further development or used in the consolidation of the previous development projects. Of course, the problem of graduates is not the greatest problem in the country. But, by doing so, you can achieve two things: First, you mobilize the people to react with their real problems and to be more civic-minded. Second, you can open a new channel for receiving money from people to use it in the improvement of the
general economic atmosphere and further development that enables the economy to expand and open more employment opportunities for the graduates.

(7) It goes without saying, that economic development is connected with political stability of any country. Because as the internal situation of any country is unstable the investors inside or outside the country will lose confidence in the returns for their investment, therefore, they will be reluctant to adventure with their money in any sort of investment and so this has a contractual effect on the economy of the country concerned. Example of this two of our comprehensive suspended plans were suspended because of political reasons. These plans were the ten and five years plans. Second, the political instability of any country may also cause the growth of the government expenditure and this causes harmful inflationary effects on the country concerned, by directing the economic surplus of the country towards war and weapons instead of reinvesting it in other projects and so the government may encounter liquidity problem. In the
end the government may resort to print more money to meet the expenses of the public sector.

The Sudan in particular suffers a lot from the war in Southern region since 1955. This war costs the country huge money especially during the present situation where weapons become very expensive in the international market with the current hard circumstances of scarcity in hard currency. For example "the country spent 300 million US dollars on the war between the armed forces and the Sudan People's Liberation Army."(6) This number is more than half of returns from exports which came to the tune of 580 million US dollars"(7) in the same year.

"The continuation of this war is dangerous and can cause failure to the development process of the country as well as it also contributes to widen the gap between the centre and the regions."(8)
Therefore, we have to put an end to this war in the Southern part of the country.

(8) One of the solutions suggested for the problem of unemployment is to see the experiments of other
countries which are suffering or have suffered and succeeded in the eradication of such disease. We have to see how these countries manage to solve their problem. We recommend the policy-makers to make benefit from experiences of countries like Egypt, India and Pakistan which experienced such problem and still suffer from it.

(9) We have seen in our demonstration of this work the current educational policy is biased towards academic education, while technical education is still lagging behind. The Sudan still maintains the inherited colonial educational policy which was geared towards academic education. But, as the Sudan has now become independent, it should reformulate and change this inherited colonial philosophy. In this respect we emphasize concentration on technical education for the following reasons:

First, the transfer of technology will not succeed by the importation of equipment and modern tools only, but, it involves the human resources development of the technical cadre which can adapt and localize this
technology according to the development needs of the country. Second, the expansion in technical education at the higher levels does not go hand in hand with the number of the higher secondary technical schools and the expected expansion conceived in these schools in the future. This difference means an unbalance between two homogeneous and integrated groups in the process of development. Therefore, a need of expansion in technical education stems in the higher educational institutions to have enough technical cadre in the labour market.

Third, the expansion in technical education can help in the promotion and encouragement of industries in the informal sector like embroidery, ivory manufacturing and pottery. These industries can contribute to the GDP if they found special attention from the government, and it can be developed through technical education. “Because dexterity in its broader sense needs more scientific knowledge and theoretical technical study and other artistic studies which can develop ability for creation,”(9) and this
can be achieved through taking care of technical education.

7.3. Special Recommendation

It is reiterated by the graduates that there is no necessity for the continued existence of the Recruitment Board Committee. They accused it of nepotism and inefficiency and bureaucratization. However, in this forum we refute such view, because "the existence of a national body for employment is the most favourite and recognized system in the international arena. Even in the advanced industrial countries the system of selection and interview has become a recognized discipline with bases and rules."(10) This is because, the scientific way of selecting "qualified and relevant personnel to the government service, is the base of the administrative reform in the civil service."(11) Moreover, it is better for the graduates to have this selection committee because it is a data bank about the vacant posts in the government sector. The absence of the selection committee may lead the graduates to roam in the streets like beggars knocking the doors of the ministries searching for
employment. "In addition to this the existence of the selection committee will help the researchers to make scientific studies about employment." (12)

Finally, we can conclude that, "the Sudan's educational and employment problems are not peculiar to it alone. They are to be found in other developing countries. Its education and employment problems can not however, be separated from the issue of economic growth." (13)

This work is done to enlighten policymakers and give them indications about the graduate unemployment problem in the country. We hope the points raised in this work with the solutions suggested by other Sudanese scholars, should be put into action and should be translated into real life, instead of keeping them as paper documents in the shelves, gathering the dust.
FOOTNOTES


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(6) Ibid., p.3
(7) Ibid., p.3
(8) Ibid., p.3


(10) Al-Shabab, *Al Ryath* (Youth and Sports) Magazine, Issue No. 353, Year No. 7 (September 1987), pp. 6-9

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(G) Statistical Data

Appendix (1)

Questionnaire

(1) Your age

(2) Your sex
   (1) male
   (2) female

(3) Your specialization

(4) marital status
   (1) single
   (2) married
   (3) separated
   (4) divorced

(5) Your Region

(6) Your main source of information about jobs
   (1) Selection Committee Notices
   (2) Radio
   (3) Television
   (4) Newspapers
   (5) Others (Specify)

(7) From where do you generate your personal expenses?

(8) Where do you prefer to live?

(9) How long do you remain as unemployed?
(10) Have you ever thought of something immoral? (Specify)

(11) Is there any sleeping disturbance?

(12) Your opinion about the Selection Committee?

(13) Do you believe there is corruption practices in the selection process?

(14) Do you think the ruling coalition government is serious about the economic crisis of the country?

(15) We can lessen the unemployment through:

(1) Establishment of the new productive units

(2) Co-ordination between the education output and the needs of the labour market

(3) Launching bilateral contracts between the Sudan and the oil-rich countries

(4) Encouragement of the private sector to absorb the surplus.
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<th>رقم</th>
<th>اسم الطائر</th>
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<th>نازع 2</th>
<th>نازع 3</th>
</tr>
</thead>
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<td>كيك</td>
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<td>2.1</td>
<td>4.5</td>
</tr>
<tr>
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<td>صغير</td>
<td>1.2</td>
<td>3.4</td>
<td>2.1</td>
</tr>
<tr>
<td>3</td>
<td>طائر 3</td>
<td>جالس</td>
<td>5.6</td>
<td>4.5</td>
<td>3.4</td>
</tr>
</tbody>
</table>

**الإمساك الكلي:**
- خوارج
- خوارج
- خوارج

**تفاصيل:**
- خوارج
- خوارج
- خوارج

**نوعية:**
- خوارج
- خوارج
- خوارج

**تعداد:**
- خوارج
- خوارج
- خوارج

**نوعية:**
- خوارج
- خوارج
- خوارج

**طريقة تحصيل:**
- خوارج
- خوارج
- خوارج

**طريقة تحصيل:**
- خوارج
- خوارج
- خوارج
Appendix (4)

بسم الله الرحمن الرحيم

ذات أمرنا الإلتزم على السواق والأرض والمسيح
فأي أن يشملها راحطنا منها وعدها الإلهانentrée que
طلسنا جهولا

"صدق الله العظيم"
وفي إطار الناس المحتملة التي سيتسبَّب فيها
الأساس بالمشاركة مع عاصم الشارقة الراحل爵士 رفعت فيها
умكاراً لكل من سيستغيج الحزام وليست قبلاً التحق ب التعليم
التعليمي بواحة خالد الراحل البشري من خلال الاستشارات
المحسود التي تزعمها بعد تكوين القيادة على رداء التعليم.

بعد إزاء هذه الساحة، ومن الأماس الهائلة ظهور نتيجة القبول
فإذا الفعلى حيث قتل تعليع الحزام مستمر وهو بالأسفل.
حتى معاون تتميز من مجموعات و الحالون منثوبه
وعلم أكثر من هذا:

وقبله، وإلقاء الإفراج في لדמות الرمية بعد رفع الجهاد
المسلمين في الهزاع التأهيل الأزاي، يرفع عداً السهأت، غيرت
المجموعة الصوتية الدول في استعداد استعداد سن اليوم
12/12/99، وهو أمر صحي غير مرة القبول حتى يكول
بجانب البابي الذي يجلس من السيادية وفرم بما سهأته
الولايات السائدة، ولكن بالأسفل كل ذلك على عدم تتزامن بالأسفل:

1- نحن سمحنا سبي تلك المواد والündig الهليا لهذا
العام على أن يكون لضبط مسبقة إلى الرغبات على القبول بعد
الغالب كاف للاستفادة.

2- ومن الدوران التي رفعها الوحيدة النسبة موضع الانتباه.
وهي الآن يعود لحده القبول.

3- سهتري نسبة منزية للوضاء السماوي دوز السياسة الورقية
لتمكين القبول بإنشاء الحماية من سهارة.


وبالطبع كما ذكرنا سابقا بخصوص التوزيع الجامعي.

عندما بدأنا في التخطيط لا زلنا غير متأكدين في ذلك، ولكننا نستقبل النتائج في جزء من الشكل والتقييم في مسرحية العمل.

ورغم أننا قد تعلمنا من آلياتgé العادة المادية، ولكننا نأمل أن يكون النهج المنسوب عند القضية معالجًة ونнтخدم التدابير اللازمة للفصل من هذه الإشكالات.

وكلنا الله ونعم الوكيل.

نحى البحث وعلاقة توزيع
القرى الجامعية

楽しみة الجرائم

سورة لكل من:
رئيس البعيدة المنسوبة
رئيس مجلس الوزراء
رئيس مجلس الأمن الدولي
Appendix (5)

بعد فتح الباب للدورة الثانية والثالثة سعياً في إيجاد أعرج للعمل وخلاصة اليوم أن منظومة جديدة للموافقة على التزاميني، وتحقيق إصلاحات تستنير اجتماع الحياة، ولكن لإعداد هذه الستة المستورات وراء هذا الإصلاح وتعهد، فالإصدار يحتوي على الأحكام التالي:

1- توزيع الأسمور في حجم وتوزيع غنائم التزامين. لا يوجد تغيير في المواقع الجنسي.

2- سلوكه العامه الإداري.

3- هذه الوثيقة مكتوبة باللغة العربية مع عدد ملاحظات التمويل.
الدولة التي تهدف إلى تحقيق فرص العمل في مؤسسات الدولة.

كمسربة فإنه يجب أن يكون القانون ملخصًا للمحكمة على أن يكون الحرج من رسم الإمام الأول والمقدر له مبنية على النوايا صالحة، على أن يدعه رسم فكره ملئه منهما في الأحكام الثلاثة، وبالطبع يجب أن يكون مكتوبًا عند الناحين الحديثين سلماً.

وبهذا نحن نزيل عن الاستمحان هو النواز الفعلي لتفسيرين الذين مساعدون بهذا مساعي العمل بالنجاح محتلاً.

وهكذا يكون نزيل الاستمحان هو النواز الفعلي لتفسيرين الذين مساعدون بهذا مساعي العمل بالنجاح محتلاً.

نيه المحكم من فاتحان وانتهاكات للになると نهية المنتزه في اتكلم النادرة وإناشاد في جرائم نفسية جدية وسط استمرار والسريع مهبة الرسم في الإمام، وبعد هذا كلهم علبيك إله.

نضيعنا أن يكون الاستمحان هو النموذج للأطفال.

الأكيد: كلامين

أن النور هو نور النحل على غر ناحية الجبرية واللواء، القسم الثلاثة الذي هو نموذج تعريب هذا المستحظ، ويضئ أفكاك النحل إلا مساعد لأن كل نور النحل يعطي النور مساعدًا والتنور مصدرًا للنور المعتنى في ربخا والنصرة والسياسي.
ويكون هذا هو البخاخ العظيم لوف هذا الهزت بمسائلتنا
ومنا في داخل وكدخل جمل لوف هذا الهزت غير الإنسان.

- مقاطعة التسجيل للإنسان عن قضاء تأديته
الإتيان معايدة للنظام وهو الحدث الصحيح لإحياء
هنا والانتشار له.

- السمع في ابتداء هذه القصيدة نادراً ابوع ولا نستم
من النص محرور عن وراثتهم مبزوراً التاريخ حتى لا
نراه لعدم الأيام، ولا نفهم بحمو المسؤولية والنهوض
على القضاة وقائدة شرارة الحمار الإداري.

- ترفع عن الإنسان والإنسانية والإسلام والأديان وذبح
بطيئة في أذان القرآن الحملاً بحالة غياب.

- محاورتك فرار الإنسان حسن النفس على سمعتك
الأكاديمية دايمة وخارجة وقل الباب مهيبة لتشتت
اللهجة والطائفة خطة الإنسان.

- ذكرنا دائماً أن الدين الإنسان إجزاء هذا العزاء هو
عيدة المنفوع مبناً بعيداً شرفه لكل وطن.

- الوطنة والروشان.

لا يمكن من هذا التعرض إقامة الجرح معقق القصيدة ولكن
نستك تقويم وسريرات، أعتقد أيضاً من بعض المسؤولين
.isPresentاً في بعض الجرح نشأ النجاح برد محدود لا أكشر.
ويجب إلا بعيدنا عن القانونية الإصلاحية المطلقة، وأن نراجع أبداً وسائنا نستريح ونستنفنا بناء عقل،

الأسماء أو الأسماء والعلوم غير المسموحين

مختارة

عـدة الحجـان نشأ جنون خارجٍ.