

The Experience of Bakht Alruda Institutes in Teacher Education and Training in Sudan: A Historical Analytical Study of Challenges and Prospects for Development (2024–2025)

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026 Keywords: Challenges Bakht Alruda Institute of Education Experiences Educational Qualification Training	This study aimed to provide the reader with a comprehensive perspective on where Sudan stood in the field of teacher training, where it stands today in comparison to other countries, and to identify the successful experiences of Bakht Al-Ruda in pre-service and in-service education and training for primary and intermediate school teachers, as well as the challenges facing the training process. The study adopted a descriptive-analytical approach combined with a historical method. The study population and sample comprised representative models of the Bakht Al-Ruda Institute experience. The study reached the following conclusions: The Bakht Al-Ruda Institutes of Education were distinguished by the key personalities involved in the experience, which ensured its widespread acclaim and profound impact through a unique phenomenon preserved and cultivated over the years namely, maintaining the interconnectedness between various aspects of educational activities. A strong focus was placed on high-quality short-term specialized courses, alongside eliminating both basic and advanced technical illiteracy and educational innovations were successfully integrated, updating pedagogical curricula both theoretically and practically to align with modern advancements. The study recommended the following: Increasing the budgetary funding allocated for training to adequately cover the required training needs and Re-evaluating and restructuring teacher preparation programs in faculties of education, both in form and content.

1. Introduction

As long as human beings live, they embody experiences—expressing them at times through action, and at other times through words. Neither that action nor those words reach the true stature of an experience unless they constitute an unshakeable judgment; otherwise, that judgment loses its efficacy. Such a judgment cannot be reached unless it is preceded by premises, circumstances, and outcomes that are fundamentally consistent. Any flaw in these elements compromises the validity of the judgment itself. The alignment of premises, circumstances, and outcomes does not imply that they must be identical or at the same level; rather, their forms and degrees may vary. While a formal judgment (Hukm) and wisdom (Hikmah) agree in that both are outcomes, they differ in that the former stems from practical applications, whereas the latter results from conceptual applications. In the first, one dictates from tangible reality and follows events as a live narrative; in the second, one dictates from inner perception, balancing arguments to support one over another. Perhaps the experiences of Bakht Al-Ruda, through the key figures involved, ensured its fame and lasting impact because it embodied the individuals through whom events actually transpired—making it tangible and concrete, whereas the wisdom of experience remains abstract. Consequently, the human element represents the true wealth and the most important variable in the development process. The fruits of this process cannot be reaped except through appropriate and continuous training, enabling educators to become more knowledgeable, prepared, and capable in the educational process to keep pace with the daily influx of knowledge and changes brought about by modern technology.

1.1 Statement of the Problem

The primary problem of the study is framed in the following main research question: To what extent have the experiences of Bakht Al-Ruda Institutes contributed to teacher education and training, what are the challenges facing training in light of political shifts, and what is the future vision that helps address these challenges?

1.2 Sub-questions

- To what extent have the experiences of Bakht Al-Ruda Institutes contributed to educating and training teachers across general education stages?
- What are the key challenges facing teacher training amidst political changes and fluctuations?
- What future vision can assist in resolving these teacher training challenges?

1.3 Significance of the Study

The significance of this study is highlighted through the following aspects:

- Benefiting from the historical and practical experiences of Bakht Al-Ruda Institutes in teacher preparation and training to inform current practices.
- Identifying the core challenges confronting teacher training under evolving political conditions.
- Outlining practical solutions and strategies to overcome training obstacles for educators.

1.4 Objectives of the Study

This study aims to:

- a) Examine the experience of Bakht Al-Ruda Institutes in teacher education and training to draw lessons from its success.
- b) Determine the strengths and weaknesses of teacher training programs amidst political shifts and structural challenges.
- c) Analyze training constraints and propose suitable solutions to mitigate challenges in educator professional development.

2. Study Methodology and Tools

The study adopted the descriptive-historical-analytical method, alongside conventional sources from educational literature such as references, books, scientific papers, and relevant documents. **Study Terminology:** Experience (Plural: Experiences): Conducting a scientific experiment or performing a scientific test to derive a result; having life experiences implies expertise and acumen (Internet, Al-Waseet Arabic Dictionary, Wednesday, Feb 16, 2024). Experience in the professional world also refers to a set of professional and personal skills, occupational capacities, and necessary predispositions required of an individual (Internet, Al-Maany Arabic-English Dictionary, Feb 14, 2024). **Bakht Al-Ruda Institutes:** The Bakht Al-Ruda Institute of Education was established in 1934 by Mr. Griffiths as a result of a committee report formed by the Governor-General of Sudan in 1930, following the strike of Gordon College students and the memorandum submitted by J. S. (Internet, Bakht Al-Ruda University - Al-Maarefa, Feb 15, 2024). **Teacher Preparation:** Refers to the education and training received by trainee teachers before assuming any teaching duties, with training serving as the primary focus during these educational programs (Internet, Pre-service Teacher Training - Wikipedia, Feb 12, 2022). **Challenges:** Poor professional time management, represented by the inability and lack of interest in professional working hours, failing to utilize them properly, and wasting them on trivial matters (Internet, Academic Articles on the Meaning of Challenges at Work: Al-Maany Al-Jame' Arabic Dictionary, Feb 13, 2024).

3. Previous Studies

Banga Taha Al-Zubair Hussein (2017): The study aimed to develop in-service training programs for secondary school science teachers in Khartoum State in light of Total Quality Management (TQM) standards. The researchers adopted the descriptive-analytical approach. The study population included (998) male and female teachers in public secondary schools and (35) supervisors. The researchers selected a random sample of (404) teachers and (11) supervisors. Among the key findings reached by the study: developing in-service training programs for secondary science teachers in Khartoum State in light of Total Quality Management, noting that currently available training courses do not meet teachers' needs, and that planning lacks the required flexibility and innovation. Fatima Hanafi Mahmoud Hilal (2019): The study aimed to identify teacher training programs in light of knowledge management requirements, as well as to study the reality of teacher training programs in Egypt. The researcher used the descriptive approach. The research reached a set of conclusions, most notably: teacher training is characterized by severe centralization and lacks integration among the bodies responsible for training. There is weak attention given to information exchange between the school training unit and other schools, as well as between training units and administrations. The study recommended the necessity of working to eliminate shortcomings in selecting appropriate training activities to achieve the objectives of training programs. Abdulrahim Imam Mohammed et al. (2010): The study aimed to identify general guidelines and principles for a future vision of training, using the descriptive-analytical approach. It relied on statistics provided by the Federal Training Administration. Among its findings: the existence of a gap in teacher training following the abolition of educational rehabilitation institutes, a disparity in teachers' qualifications, the failure of faculties of education in training teachers, and the technological knowledge explosion.

Historical Background of Training Institutions in Sudan

Training is considered one of the primary means to modify an individual's behavior, as it is a continuous process aimed at increasing individual knowledge, building and developing skills and capacities, and altering concepts and attitudes to enable individuals to perform their work with high efficiency and effectiveness. The fruits of training are not limited to the trainee alone; rather, it represents a tool for self, professional, and career development, and a mechanism for renewing one's role, thus helping to develop capabilities, potentials, and increase efficiency. The topic of training, its importance, and what takes place in the preparation and qualification of future teachers to perform their duties are fundamental subjects that play a vital role in the life of the individual and society in the short and long terms. The sharp variables embodied in contemporary challenges necessitate fundamental changes in the educational and instructional system across all its patterns, means, resources, institutions, and methods. The primary objective of this paper is to shed light on the successful experiences of Bakht Al-Ruda in pre-service and in-service training for primary and intermediate school teachers (Bakht Al-Ruda Institute). A large number of educators have attested that this experience is among the most successful in pre-service and in-service teacher training, having commenced in 1934, evidence of its success is that the institute's graduates effectively contributed to the spread of education across all Sudanese states between (1934–1995). (Mohammed Muzamil Al-Bashir, 2010).

4. Historical Background of Training

Training stems from its traditional and historical roots, where the primary criterion for successful training was fulfilling the deficit in skill shortages. As occurred in the 1950s, it can be stated that Sudan during the 19th and 20th centuries—from the Turkish era through the Mahdiyya and the Condominium Rule of 1898, up to the early 20th century—did not possess a notable industrial base or a recognized movement of social and economic development and construction in the conventional sense. Society was predominantly a traditional pastoral and agricultural society; thus, it practiced certain crafts and auxiliary professions supporting agricultural and pastoral life within a traditional, inherited framework, alongside some folkloric "industries" characteristic of Sudan's regions, such as pottery, carpets, weaving, baskets, and tableware (Dhu al-Nun Abd al-Nabi Ahmed, 2002). Interest in organized training began in the early 20th century. Accordingly, Sudan took an interest in training and its activities to varying degrees since before independence. The (Jebit Industrial School) was established as an institution serving the transport sector in 1902, followed by the enactment of the Boys in Industry Act (Apprenticeship) in 1909, as well as labor-regulating laws as a beginning for industrial development. In 1949, a missions unit was established in the Civil Service Bureau. Actual interest in legalizing and rationalizing the

course of training activity emerged after independence. On February 25, 1967, pursuant to a Council of Ministers resolution, a national missions committee was formed whose primary task was to secure trained labor. To rationalize this committee's mission, Resolution No. (144) was issued on July 5, 1969, affiliating it with the Ministry of Planning, until Republican Resolution No. (6) was issued in 1971 establishing the Ministry of Public Service and Administrative Reform. Based on paragraph (d) of the resolution, the Training Administration was established, with its duties defined in training and qualifying all civil service personnel, until it evolved into a national administration. The establishment of the Bakht Al-Ruda Institute of Education in 1934 to train primary (later elementary) and intermediate school teachers was a pioneering experience that added every new and innovative element to pre-service training at that time. It refined teachers' capacities and skills and expanded their training in alignment with the educational community's requirements, until Bakht Al-Ruda acquired a large following and thousands of teachers whom it maintained through continuous care and follow-up (Al-Tayeb Abdulwahab & Abdelsadig, 2009). Thereafter, the country began to witness modern educational institutions, which developed during the national era to include vocational and craft training institutions and administrative training institutions, divided into the following categories:

Higher Education Training Institutions: Such as the Graduate College at the University of Khartoum, whose role centers on providing advanced specialized qualification, thereby contributing experts and specialists.

Administrative Development Institutions: Spearheaded by the Sudan Academy for Administrative Sciences and the Management Development Center, whose training activity focuses on organizing long- and short-term training courses across all administrative fields for various job levels to enhance knowledge, skills, and direct behavior.

Sectoral (Munsaliyyah) Training Institutions: Established by specialized ministries and government departments to train their personnel to enhance their capabilities in performing tasks closely linked to the ministry or department's objectives, which lack nationwide training provisions.

Vocational and Craft Training Centers: Primarily affiliated with the Ministry of Labor, though their activity extends beyond that ministry to encompass all agencies in both the public and private sectors (Dhu al-Nun Abd al-Nabi Ahmed, 2002).

5. Bakht Al-Ruda Institutes' Experiences in Teacher Training

Introduction: Training is an organized and planned activity aimed at imparting, modifying, or changing the knowledge and attitudes of targeted individuals to achieve the best forms of human performance under required objectives. It is the process intended to effect a certain change in a group of people who need it, or whom we require it from. Generally speaking, training is a process of positive modification with specific orientations addressing an individual's professional or vocational behavior.

Bakht Al-Ruda Institute: The Bakht Al-Ruda Institute of Education was established in 1934 to train primary school teachers (later elementary). Bakht Al-Ruda's experience in teacher preparation was a pioneering endeavor that added every novelty and innovation to pre-service training at that time. It refined teachers' capacities and skills and expanded their training in line with the educational community's needs, until Bakht Al-Ruda fostered a large number of alumni and thousands of teachers, undertaking their continuous care and monitoring (Mohammed Omar Bashir, 1956–1998). Bakht Al-Ruda made field experience the guiding starting point in teacher training, as well as in the preparation of textbooks, guides, and instructional media. Consequently, curricular books emerged in content and presentation reflecting educational objectives and matching the chronological and mental ages of recipients across different stages. The objective behind establishing Bakht Al-Ruda was training primary and intermediate school teachers through better methods and styles than what prevailed at the Al-Urafa School, which was responsible for training teachers and judges at Gordon College between 1930 and 1934, where training took place at the Teachers Training School (Al-Urafa) in Khartoum and lasted for three years following the primary school level. Bakht Al-Ruda extended this to four years in 1935, then to five years in 1940, and once again to six years after the primary level, in order to elevate the teacher's professional and academic competence. This system, known as the sixth-year system (Nizam Sadiqah), continued until 1968 when the implementation of the secondary teachers' system began (four years after the intermediate stage). This new system was designed to run concurrently with the old system (the sixth-year system) for a transitional period that ended in 1974 (Othman Ahmed Al-Amin, 2005). Consequently, Bakht Al-Ruda was tasked with conducting certain experiments in the field of school curricula through writing, translation, and preparing illustrations for school textbooks. Bakht Al-Ruda soon realized that the complete success of its efforts and experiments in both curriculum design and teacher education and training lay in rigorous follow-up of actual field application through experimental schools. Among the objectives of the Bakht Al-Ruda Institute were: training primary school teachers, organizing refresher courses for teachers who had not received training at Bakht Al-Ruda, developing curricula, and practically training students in various aspects of social life. Examples of Bakht Al-Ruda Institute models include: Shendi Institute of Education (1952), Maridi Institute of Education (1954), El Fasher Institute of Education (1963), Kassala Institute of Education (1963), and the Omdurman College for Women Teachers (1968) (Othman Ahmed, 2005). Following the curriculum conference at Bakht Al-Ruda in 1973, a committee was commissioned to establish curricula for primary school teacher training institutes with the aim of formulating general objectives for teacher preparation, establishing a general framework for the preparation program, proposing detailed curricula and courses for these institutes, and outlining the competencies required of professors in those institutes. The committee produced curricula that were implemented in preparing primary school teachers from that date until 1994, when the institutes were transformed into university faculties. In a later stage in 1973, the institute was incorporated into the University of Khartoum to become the nucleus of the first faculty of education in Sudan. In 1969, the first comprehensive national conference was held to discuss educational issues. One of the conference's most important recommendations was changing the educational ladder to become (8–4), defining educational objectives, and recommending the construction of curricula to serve those objectives. However, the Minister of Education (Dr. Mohieldin Saber) did not adopt the conference's recommendation regarding the educational ladder, favoring instead the recommendation of the Arab Educational, Cultural and Scientific Organization (ALECSO), which set the educational ladder for Arab countries to become (6–3–3) (Salman Ali Salman et al., 2000). During that past period, training patterns diversified, including: the four-year system (teacher training institutes), the staff system (educational rehabilitation), the regular system (for high school graduates), and the in-service training system to encompass all training patterns. The post-independence period witnessed the

implementation of the new educational ladder in 1972, during which the Training Administration was established to regulate and rationalize the course of training activity from 1973 until 1986. Thereafter, other reform steps were undertaken to review the objectives and content of education in Sudan to raise educational and pedagogical effectiveness, where training aimed to build human capacity, making individuals more capable of yielding performance targets (Othman Ahmed Al-Amin, 2005). The 1990 conference found esteemed support from the state's political leadership, implementing its decisions regarding changing the educational ladder to (8 years for basic education and 3 years for secondary education), followed by the construction of new general education curricula serving the educational goals specified by this conference. In 1996, the institution bore the name "National Center for Curricula and Educational Research" pursuant to a presidential decree issued in 1996. Article 3 (2) of the law stipulated that "the headquarters of the center shall be in Bakht Al-Ruda in the White Nile State, and it may establish branches in any of the states." Article 4 regarding the composition of the center stated that it consists of the Administrative Council, the Scientific Council, and the center's employees. Article 5 regarding the objectives of the center stated that it shall undertake the following: (1) develop general education curricula in accordance with national policy; (2) train and qualify educational frameworks in the field of curricula and educational research; (3) encourage educational research; and (4) document relations with educational institutions and research centers regionally and globally (Abdsadig Abdallah, 2012).

5.1 The Experience of Training Primary School Teachers (1934–1944)

When work began at Bakht Al-Ruda, the number of pupils was (36), divided into three classes, with a four-year study duration. In 1944, the Teachers College consisted of two sections: the preparatory section, where students studied at Mabrouka School for five years, and the sixth year, which provided graduates of Mabrouka with professional preparation for teaching in primary schools. The educational ladder system within it was (4 + 4 + 4). Its objectives included: training primary school teachers, organizing refresher courses for teachers who had not received training at Bakht Al-Ruda, developing curricula, and practically training students in various aspects of social life (Othman Ahmed Al-Amin, 2005).

5.2 The Experience of Secondary Teachers (1968–1974)

The years of study were raised to four years after the intermediate stage, where the secondary teachers' curriculum was prepared, ensuring that it was no less than the secondary level academically. Attention should also be paid to training the teacher to develop cultural capacities, human values, and professional skills for the upbringing of the present and future generations. Work on this experimental curriculum did not last long, and the educational ladder system was (4 + 4 + 4) (Othman Ahmed, 2005).

5.3 The Experience of In-Service Training Institutes for Educational Rehabilitation

Since the institutes of education and teacher training at the Bakht Al-Ruda Institute and elsewhere failed to provide the necessary numbers of trained teachers, the state sought to innovate new methods for teacher training to address the shortage of qualified teachers. In May 1972, the institute was established through a joint agreement between the Sudanese Ministry of Education and the United Nations Children's Fund (UNICEF) to train and retrain in-service teachers while they performed their usual work in their schools, without the need for full-time detachment or withdrawal from those schools. The institute adopted the multi-modal integrative approach in its training—a novel method combining direct and indirect training means. Among the institute's objectives were: implementing two-year training programs to train unqualified primary school teachers to elevate their professional levels to a standard parallel to their peers who held teacher institute diplomas; linking the training process in its various aspects to the professional levels of the targeted teachers; and developing trainees' awareness of new developments in the field of education and their understanding of its foundational principles. The methods used in training included self-study assignments, seminars, classroom visits, summer courses, action research, and scientific and practical activities, so that the trainee teacher could perform their duties at the end of training as an educator, communicator, social pioneer, and scientific researcher as required (Mohammed Muzamil Al-Bashir, 2010).

6. The Experience of the Sequential In-Service Training System

This training pattern emerged as a result of implementing the educational ladder in 1970 and the massive expansion in primary education. Large numbers of Sudanese Certificate holders were appointed without training, and these numbers multiplied over the successive years. This prompted the ministry to think about introducing a new training pattern, leading to the emergence of sequential in-service training. One of its advantages is that it trains teachers in remote rural areas who are not reached by rehabilitation experiences. The training methodology consists of a three-month rehabilitation course where participants engage in theoretical studies covering the objectives of education in Sudan and primary education objectives, teaching methods and techniques for various subjects, studies in educational psychology, national education, community development, and the preparation of instructional media (Mohammed Muzamil Al-Bashir, 2010).

7. The Experience of Four-Year Teacher Training Institutes (1974–1992)

This experience came after the implementation of the educational ladder (6 + 3 + 3) using a four-year system, based on the recommendations of the Curriculum Conference (November 1973). Its general objectives included: ensuring the trainee grasps knowledge and concepts such as: (Sudanese educational objectives, stage objectives, understanding pupils' developmental needs, and understanding factors affecting learning). Ensuring the trainee acquires skills and abilities such as: (the ability to express clearly, and the ability to develop appropriate teaching methods and techniques). Ensuring the trainee develops positive attitudes toward: (the teaching profession and its ethics, manual labor, social work, and the need for renewed knowledge). This method is considered one of the most impactful types of preparation because it instills in the trainee traits that contribute to creating a successful teacher (Othman Ahmed Al-Amin, 2005).

8. The Experience of the One-Year Post-Secondary Teacher Training System (1976)

The one-year academic training system was initiated when an acute shortage of primary school teachers arose. To bridge this deficit, this pattern was devised due to its low cost. Its method required the trainee to spend a preparatory year at teacher training institutes,

after which they were prepared to practice primary school teaching upon successfully completing their secondary education. Applicants underwent a personal interview to prove their suitability for the teaching profession. In 1986, this training pattern was discontinued because applicants joined not out of a desire for the teaching profession, but driven by limited employment opportunities, coupled with insufficient personal preparation for the trainees (Othman Ahmed Al-Amin, 2005).

9. The Experience of Intermediate Teachers College Training (1949–1963)

The concept was: (the necessity of establishing a college for training intermediate school teachers similar to Bakht Al-Ruda, or at least closely related to the community). Appointments were made upon a student's graduation from secondary school, assigning them to intermediate schools as trainee teachers drawing a salary for a period of one or two years. Afterwards, they enrolled as students at the Intermediate Teachers College in Bakht Al-Ruda. Its objectives included: deepening knowledge of subjects taught in intermediate schools, active participation in school activities, teaching practice, conducting trips, and participating in public services. The rationale behind establishing the college was that recruitment channels for teaching had narrowed, as a large number of intermediate school teachers (graduates of higher schools) were promoted to teach in secondary schools. Furthermore, higher school graduates gravitated toward government departments other than the Department of Education in the years following World War II, in addition to the steady expansion of government and private intermediate schools. As for practical training opportunities within it, training opportunities in each subject depended on the students who chose that subject; training opportunities increased when the number of students choosing a subject decreased, and decreased when their number increased (thus, a student's practical training sessions were variable and subject to increase or decrease), with (26) practical training sessions added for those students who chose religious studies. From the foregoing, it is clear that the trainee received considerable doses of training (Bakht Al-Ruda Magazine, 1948–1984).

10. The Experience of the Intermediate School Teacher Training Institute (1986–1992)

Training of intermediate school teachers began at Bakht Al-Ruda prior to the establishment of the Teachers College through the use of innovative methods to qualify teachers for public and private schools. In 1949, the Ministry of Education faced difficulties in providing trained teachers for intermediate schools due to a significant increase in the number of intermediate schools, which led to a major shortage in the teaching force. Consequently, the number of untrained teachers in intermediate schools became greater than the trained teachers, a situation that naturally led to a decline in students' academic levels. Its objectives included: ensuring the trainee acquires knowledge and concepts such as (Sudanese educational objectives, stage objectives, understanding pupils' developmental needs, and understanding factors affecting learning). Ensuring the trainee acquires skills and abilities such as (the ability to express clearly, and the ability to develop appropriate teaching methods and techniques). Ensuring the trainee acquires and develops attitudes toward (the teaching profession and its ethics, manual labor, social work, and the need for renewed knowledge). Among the training methods used: adopting the micro-teaching system, then transitioning to teaching via the analysis of competencies specific to the teaching profession—such as the ability to address audiences, lead questioning, use instructional media, manage groups, and lead practical activities. Training focused on discussing each skill through the micro-teaching method, and at the end of training, instruction could return to the full-class method (Al-Tayeb Mohammed Al-Bashir, 2006).

11. The Experience of Sudanese Faculties of Education in Teacher Preparation and Training

The Sudanese experience in preparing secondary school teachers began with the establishment of the Higher Institute for Teacher Training in 1961 under an agreement concluded between the Sudanese Ministry of Education and UNESCO. The agreement stipulated that the Ministry of Education would supervise academic and professional aspects. The institute's policy was based on accepting high-achieving students, incentivizing them with a rewarding monthly salary, and providing housing and basic facilities. In July 1974, the University of Khartoum Council approved the establishment of a Faculty of Education, transforming the Higher Institute for Teacher Training into a university-affiliated faculty to comprise the first faculty of education in Sudan at the university level, following which the financial incentive for students was withdrawn. Subsequently, three faculties of education were established: the Faculty of Education at the University of Juba in 1977, the Faculty of Education in Atbara in 1985, and the Faculty of Education at the University of Gezira in 1985. Following the Higher Education Revolution and the recommendations of the 1990 Educational and Instructional Policies Conference to alter the educational ladder, the need arose for more qualified teachers to work in both the basic and secondary education stages. Consequently, universities were mandated to establish faculties of education to meet the requirements of this stage, especially after the issuance of Republican Decree No. (65) of 1994, which incorporated teachers' colleges and intermediate teacher training institutes into universities to grant basic education teachers a university degree. Building upon this, all buildings of education institutes, men's and women's teacher colleges affiliated with the Ministry of General Education and Instruction were transferred to Sudanese universities. Faculties of education for basic education teachers were established in several universities, including for example: the Universities of Sinnar, Dongola, Atbara, Blue Nile, Zalingei, Gadarif, Al-Azhari, and finally the University of Khartoum. The establishment of faculties continued until they reached (21) faculties for preparing basic education stage teachers, (29) faculties for preparing secondary stage teachers, and (16) faculties offering both programs, such as the University of the Nile Valley and the University of Khartoum. Thus began a new phase of teacher preparation in Sudan, in the wake of which teacher training institutes disappeared, and Sudanese universities assumed the responsibility of teacher preparation (Mohammed Muzamil Al-Bashir, 2010). This experience generated numerous negative aspects; all basic education faculties were established on the exact same buildings and facilities of previous training institutes which were not originally built as university faculties. Consequently, they lacked the fundamental infrastructure required for university education requirements. Furthermore, these faculties relied primarily in their teaching on most of the teachers transferred from intermediate institutes who lacked the scientific qualification and experience qualifying them to work in higher education institutions (Committee of Educational Studies, 2008). In addition, most of the universities entrusted with the responsibility of preparing basic education teachers did not assume this role immediately and took a long time to adjust their conditions to accommodate this new influx within their academic,

administrative, and financial structures. This situation cast a negative shadow on the preparation of basic education teachers for many years, forcing the pressing question: (Abdelghafour Mohammed Ali, 2007). Have basic education faculties failed in their mission? If we wish to speak about the future of training in faculties of education, we must address the challenges that largely prevented the expansion of teacher admissions, which include general and specific matters, among which we address the following: there was no clear strategy for training these large numbers and handling them (in terms of the training pattern to be followed), and releasing these numbers all at once became practically impossible, as it meant withdrawing most teachers from schools and closing them down, causing educational administrations not to take the matter seriously. There are matters concerning the teacher personally that must be taken into consideration and viewed seriously; the teacher is an individual in society who has the same rights and duties towards society as any other member. Almost all faculties of education lack a documented and known vision, resulting in a lack of clear determination for the mission of those faculties. Although all faculties of education establish ideal goals oscillating between preparing and qualifying students, interacting with society, and conducting educational research, most of these goals fail to be ideally achieved by the faculties, which settle for a single objective: preparing and qualifying students to work in the teaching profession within general education schools. Faculties of education also strive to establish a utilitarian relationship between themselves and state ministries of education, especially when implementing practical teaching in general education schools, and this relationship often ends with the conclusion of that period. Some faculties complain about the lack of effective coordination between them and educational administrations, which affects the achievement of practical teaching program objectives in a way that fails to realize the desired benefit. As for providing educational consultations and addressing the real educational problems suffered by the states, they receive no share of attention from Sudanese faculties of education (Abdelghafour Mohammed Ali, 2007).

12. The Experience of Faculties of Education in Preparing and Training Basic Education Stage Teachers (1994)

The Educational and Instructional Policies Conference (September 1990) adopted the educational ladder to be $(8 + 3)$ instead of $(6 + 3 + 3)$, divided into two stages: the basic education stage, extending for eight years and beginning enrollment at age six, followed by a secondary stage (multi-field unified certificate), extending for three years and beginning enrollment at age five. Among the conference's recommendations: raising the academic and professional competence of teachers in the basic education stage by qualifying them to be at the university level. It was decided that teachers' preparation institutes would absorb secondary Sudanese Certificate holders in numbers enabling the implementation of basic education universalization, provided they are trained for a period of two years. Furthermore, the Ministry of Education, in cooperation with the National Council for Higher Education, should strive for training institutes to be technically affiliated with faculties of education, for the institutes' certificate to be equivalent to an intermediate university degree, and for opportunities to be provided in the future for teachers to complete their university qualification. Among these experiences is the experience of the University of Shandi in 1994 for preparing basic education stage teachers, where training consisted of theoretical studies in special teaching methods and classroom management, followed by model observation classes at the training school for three to four weeks, and then a field application period where students were distributed to local schools and practiced teaching for nine to ten weeks. Pursuant to the establishment decree issued by the Minister of Education and Higher Education on February 6, 1995, the Intermediate School Teacher Training Institute and the Primary Stage Teacher Preparation Institute in Mabrouka were transformed into a Faculty of Education for Basic Education Stage Teachers, and work officially began at this faculty on October 25, 1995. Its student body consisted of basic education teachers (male and female) in the White Nile State and the southern states at that time (Abdelghani Ibrahim Mohammed, 2010).

13. Current Preparation and Training Institutions for General Education Teachers

There are currently several preparation and training institutions for in-service teachers; faculties of education and Sudan Open University operate in preparation and qualification. Meanwhile, institutes work on training in-service teachers who have obtained a university degree or veteran teachers who have obtained a teachers' institute diploma. These institutions are: Sudanese faculties of education for secondary stage teachers. Sudanese faculties of education for basic education stage teachers. Sudan Open University. Educational rehabilitation institutes. Sudan National Languages Institute (SALI) and f) In addition to other institutes such as the Khartoum State Institutes for training English, mathematics, and Arabic language teachers. Despite these institutions, detailed data and information regarding programs and statistics of teachers trained from each state, their specializations, the time period spent to obtain the university degree, the number of teachers who did not continue their studies, and the cost of training since the transfer of training to faculties of education until today have not been made available. In addition, there is a lack of clear vision regarding the continuation of Sudan Open University's programs in teacher training (due to funding). Since this university and others have entered into a new experience—training basic education teachers—it is more appropriate to evaluate these experiences. On the other hand, detailed statistics were not obtained regarding the numbers of teachers and supervisors across both stages who received training courses in current curricula (Abdulrahim Imam Mohammed et al., 2010). For example, regarding teacher training in the White Nile State, see the table below.

14. Challenges Facing Teacher Training in General Education Stages:

The era we live in now is full of challenges facing humanity every day. Every day, new realities emerge on life's stage that require new expertise, renewed thought, and new methods, skills, and mechanisms to deal with them successfully. Therefore, there are several challenges facing teacher training, including:

Local Challenges: A set of challenges generated by conditions and problems related to education that education can contribute to achieving its goals and objectives, such as peace, providing educational opportunities for all who are of school age, or educational quality.

Global Challenges: A set of challenges resulting from political, scientific, cultural, communicational, and technological events and developments that brought about changes in culture, economy, and knowledge at the dawn of the twenty-first century, such as globalization and the World Declaration on Education for All.

Motives for Focusing on Training Challenges: As the country looks forward to the peace phase and the comprehensive and sustainable development it requires to meet peace requirements, it faces the challenges of development and reconstruction at the local level. It also faces immense challenges at the international level due to the rising tide of globalization, accelerated economic, social, cultural, and technological variables, and the continuous renewal and development of educational systems. This requires continuous institutional adaptation aimed at meeting the growing need to link education with practical life. All these variables dictate paying closer attention to training by adopting a rational policy, strengthening the institutional structures of organizations based on managing and organizing training, and transferring the impact of training to practical situations and Individual motives for training include: the desire for a new job (for newly appointed staff), the desire for promotion (to improve required work performance), the desire for better performance (changing attitudes), and the desire for development and growth (increasing sustainable development).

15. Challenges Facing Training Activities

Introduction: The communications and information revolution has impacted societies to guide them along the path of progress. Consequently, it became incumbent upon Sudan in the third millennium to develop general education curricula to accommodate all the outputs of globalization. Following the adoption of the federal governance system—which embodies administrative and popular will and expresses a political choice—training remained the center of gravity in any effort to reform the public service and develop human resources. However, reality turned out quite differently; the training aspect was completely neglected in terms of funding and planning, with very few training courses implemented. Furthermore, local financing policies do not prioritize training and spending on it; instead, they suffer from a compounding deficit in Chapter One. Between this and that, the issue of teacher training was lost and no longer held priority. Identifying problems and treating them in a way that allows training to achieve its objectives without obstacles, or with a minimum thereof, has not found its way to rationality. This undoubtedly increases the efficiency and effectiveness of training programs. Monitoring and identifying these problems will undoubtedly contribute to avoiding them or preventing their occurrence in the future, as prevention is better than cure. Training undergoes interrelated challenges that can be summarized as follows:

16. Challenges of Training Process Components

Inputs: Consist of the set of elements supplying the educational system with necessary materials, including the teacher, learner, classroom and societal environment, materials and tools used, educational administration, and the curriculum (Medhat Mohammed Abu Al-Nasr, 2009; cited in Abdelghani Ibrahim Mohammed, 2010).

Processes (Training Activities): The set of procedures that transform inputs into results, objectives, or outputs.

Outputs: The desired results to be achieved, appearing in the form of an educational product in the context of education.

Feedback: Corrective information about actual performance or the outcomes achieved by the system's various activities, acting as a control mechanism, fed back into inputs and processes from outputs, and used to maintain planned performance levels on one hand and solve problems on the other (Abdelghani Ibrahim Mohammed, 2010).

Challenges Related to Teacher Training Development: The greatest challenge for an in-service teacher is the ability to keep pace with various variables in an era characterized by accelerated steps in educational and technical sciences that change many lifestyle patterns. The teacher needs renewed skills to keep up with these variables—skills that are neither acquired by chance nor through studying a single program, but through a comprehensive and integrated series of continuous development programs to keep pace with rapid developments in specialized subject matter, teaching methods, and educational sciences. It requires providing teachers with the foundations of self-growth. It has been said that 20% of a teacher's time should be allocated to professional follow-up processes. Therefore, in-service training is no longer viewed merely as a method to remedy deficiencies in initial teacher training, but is now seen as a continuous process throughout the teacher's professional life and as part of their continuous education (Ali Hammoud Ali, 2004).

17. Challenges of Training in the Preparatory Stage (Preliminary Stage)

Weakness of Training Awareness: Many educational personnel, whether department managers or subordinates, lack an appreciation for the importance of training awareness. This poses a problem when many officials lack seriousness when nominating employees for training programs, negatively reflecting on the failure to identify required training needs using correct scientific methods.

Organizational Structure Challenges: Represented by the absence of scientific structuring for functional units, alongside the bloated structural build of federal governance at the state or local level, which negatively impacts the standards of economic efficiency and human development to raise performance and productivity.

Training Personnel Challenges: The absence of appropriate and correct job descriptions to ensure desired outputs, manifesting either in a limited number of staff or a mismatch between their qualifications, experience, and the training function.

Absence of Sound Systems for Training Needs: Training needs are a term expressing the total variables required to be brought about in an individual. Failing to properly identify, analyze, inventory, and classify them will affect the efficiency and realism of training plans and the failure to inventory and classify them properly will affect the efficiency and realism of training plans.

Lack of clarity in authority and responsibility: Here we find overlapping decision-making between states, localities, popular administrations, and native administrations, which has hindered the effective performance of executive and professional bodies at the levels of federal governance and local governance in implementing training programs (Al-Tayeb Abdulwahab & Abdelsadig Abdulaziz, 2009).

Training Challenges in the Planning Phase: If planning is the mental process of harmonizing resources and needs, choosing the best course of action among alternative paths, and putting that into the form of a plan and budget to achieve specific objectives in the future, planning in its simplest form is defined as the action or procedure that answers the following questions: What? Why? How? Who? Where? And when? More comprehensively: What is the required work? This means the training administration's familiarity with its work and every member's familiarity with their work according to individual job descriptions. Why perform this work, meaning its objective? How to perform this work, meaning setting a timetable for implementing training programs on schedule and selecting the best means and resources required for the program? Who performs this work, meaning linking each member to a

specific task so they have competencies and responsibilities? And performing this work, meaning determining the time and place of each training program. From this concept, some training problems in this phase can be identified as follows: lack of individual plans, failure to link individual planning with training planning, information challenges, priority challenges, and challenges of weak training budgets (Al-Tayeb Abdulwahab & Abdelsadig Abdulaziz, 2009).

Training Challenges in the Execution Phase: After completing training planning, this planning must be translated into an executive reality to achieve the objectives set for training programs. Problems facing this execution include: shortage of training facilities, shortage of trainers, unavailability of audiovisual aids, conflict of training program schedules, large number of trainees, and the dominance of a theoretical nature over training programs (Sara Hussein Awad el-Karim et al., 2021).

Training Challenges in the Evaluation Phase: The main objective of training evaluation is to collect necessary information to support, develop, and monitor training activity, in order to increase efficiency and performance in the effectiveness of training processes, stages, and results. Therefore, key challenges facing training in this phase include: difficulty in selecting appropriate evaluation criteria, lack of integration between evaluation and training, failure to allocate sufficient time to evaluate training programs, flaws in program design and its failure to reflect training needs, inaccuracy in identifying training needs, lack of attention to measuring training returns by supervisors, failure to use modern evaluation methods, weakness of teamwork, innovation, and realism, and lack of attention to the issue of rationalization in utilizing available and possible resources for training (Mohammed Abdulghani Hassan, 2007).

Total Quality Challenges in Training: Quality is one of the important branches of modern management sciences, dating back to the 1950s when quality foundations entered all activities worldwide, including teacher training programs whether in faculties of education or in-service. Therefore, total quality in training represents global standards for measurement, recognition, transitioning from a culture of minimum thresholds to a culture of mastery and distinction, considering the future as a targeted goal, and moving away from consecrating the past and past perspectives toward the future inhabited by the generations learning today. Thus, we now live in the era of quality (future challenges) with dozens of characteristics and traits distinguishing the era we live in today, all confirming that we indeed live in an era entirely different from preceding eras, constituting a decisive, turning historical moment in human history, making it difficult to predict what the future will hold. Hence, we must visualize the volume and nature of challenges we will face in training fields and domains. Interest in quality has become important in modern times within educational training institutions, becoming an urgent term for training service, since the training field does not differ from other fields. Consequently, the orientation toward quality has become an advantage for the educational training institution, and training agencies have begun using quality as a standard for the training product (Hafiz Faraj Ahmed, 2007).

Challenges of the Current Reality of Training: There are several other challenges facing training, including:

- a) Scarcity of training in both quantity and quality as evident from these statistics.
- b) Migration of large numbers of graduated teachers from faculties of education.
- c) Some teachers leaving public schools to join private schools.
- d) The application of the open cadre leaving a negative fallout on receiving mandatory course training.
- e) Scarcity of financial allocation for internal and external training.
- f) Assigning training responsibility to local government units affiliated with states.
- f) Weak coordination between states and the General Administration for Training at the Federal Ministry.
- i) Poor availability of required statistical information.
- j) Failing to make training a continuous cycle connected to what preceded it during service to keep pace with developments.
- k) Weak understanding by some educational administrations of the importance of training and qualification.
- l) Scarcity of follow-up tools (measuring training returns) and scarcity:

scarcity of training programs based on field studies to determine the required training needs, and the failure of faculties of education to which teacher preparation institutes were transferred to train teachers in the required manner (Sara Hussein Awad el-Karim et al., 2021). Therefore, the paper's authors believe that there must be flexibility in training programs and that they should keep pace with the social, economic, and political transformations (challenges) occurring in Sudanese society at the present time. Thus, these programs should be appropriate to the conditions of education and the requirements of the stage in which the teacher lives, rather than training being in one valley and the conditions and problems of education in another. Because the world is evolving and we must catch up with it and cannot stand idly by—we must work on developing the competitive environment. To reach our goal of obtaining accreditation, we must take into account the guidelines for problems where training is of no avail, which are represented by: overlapping and conflicting authorities and responsibilities, lack of clarity in performance levels, lack of clarity in evaluation methods, lack of clarity in auxiliary tools and methods, the prevailing administrative philosophy, the internal organization of work and the soundness of its flow, and the natural conditions surrounding the work

Table.1 Status of Basic Education Teacher Training (2017–2018 Academic Year)

Total Number of Teachers			Number of Trained Teachers			Training Percentage		
Male Teachers	Female Teachers	Total	Male Teachers	Female Teachers	Total	Male Teachers	Female Teachers	Total
64,451	127,571	192,022	40,980	81,671	122,651	63.6%	64.0%	64%

Table.2 Status of Secondary Education Teacher Training (2017–2018 Academic Year)

Total Number of Teachers			Number of Trained Teachers			Training Percentage		
Male Teachers	Female Teachers	Total	Male Teachers	Female Teachers	Total	Male Teachers	Female Teachers	Total
38,951	32,930	71,881	24,052	23,281	47,333	61.7%	70.7%	65.8%

Source: Educational Statistics for the Year 2017–2018, Ministry of General Education and Instruction, Educational Planning Administration.

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Table.3 Status of Basic Education Teacher Numbers—By State, Gender, and Training (2018–2018 Academic Year)

State	Public Teachers by Training Status					
	Male Teachers		Female Teachers		Both Genders	
	Trained	Untrained	Trained	Untrained	Trained	Untrained
All Sudan	30,553	15,041	76,885	38,146	107,438	53,187
Northern State	1,656	325	4,796	1,219	6,452	1,544
River Nile	1,604	534	4,842	2,368	6,446	2,902
Khartoum	3,727	1,955	14,802	6,111	18,529	8,066
Al-Jazira	3,376	1,438	12,509	5,362	15,885	6,800
Blue Nile	794	617	2,436	1,997	3,230	2,614
Sinnar	1,733	819	3,912	1,594	5,645	2,413

Table.4 Status of Basic Education Teacher Numbers—By State, Gender, and Training (2018–2018 Academic Year)

State	Public Teachers by Training Status					
	Male Teachers		Female Teachers		Both Genders	
	Trained	Untrained	Trained	Untrained	Trained	Untrained
All Sudan	30,553	15,041	76,885	38,146	107,438	53,187
White Nile	1,534	1,023	5,436	4,091	6,970	5,114
North Kordofan	1,447	942	4,642	3,050	6,089	3,992
South Kordofan	1,206	366	2,190	724	3,396	1,090
West Kordofan	2,087	619	3,393	1,842	5,480	2,461
North Darfur	2,861	719	3,968	1,156	6,829	1,875
South Darfur	1,709	1,496	2,402	2,295	4,111	3,791

Table.5 Status of Basic Education Teacher Numbers—By State, Gender, and Training (2018–2018 Academic Year)

State	Public Teachers by Training Status					
	Male Teachers		Female Teachers		Both Genders	
	Trained	Untrained	Trained	Untrained	Trained	Untrained
All Sudan	30,553	15,041	76,885	38,146	107,438	53,187
West Darfur	441	1,039	647	1,055	1,088	2,094
East Darfur	636	568	916	979	1,552	1,547
Central Darfur	1,191	489	1,070	576	2,261	1,065
Red Sea	662	612	1,439	1,375	2,101	1,987
Kassala	1,933	322	4,442	546	6,375	868
Gadarif	1,956	1,158	3,043	1,806	4,999	2,964

Source: Educational Statistics for the Year 2017–2018, Ministry of General Education and Instruction, Educational Planning Administration.

Table.6 Status of Secondary Education Teacher Numbers—By State, Gender, and Training (2018–2018 Academic Year):

State	Teachers by Training Status (Total)							Percentage (%)	
	Male Teachers		Female Teachers		Both Genders		Total	Both Genders	
	Trained	Untrained	Trained	Untrained	Trained	Untrained		Trained	Untrained
All Sudan	24,052	14,899	23,281	9,649	47,333	24,548	71,881	65.8%	34.2%
Northern State	600	352	953	470	1,553	822	2,375	65.4%	34.6%
River Nile	1,110	205	1,703	541	2,813	746	3,559	79.0%	21.0%
Khartoum	9,217	8,899	5,256	2,100	14,473	10,999	25,472	57.0%	43.2%
Al-Jazira	3,409	1,346	4,738	2,387	8,147	3,733	11,880	68.6%	31.4%
Blue Nile	592	229	389	224	981	453	1,434	68.4%	31.6%
Sinnar	704	281	1,220	368	1,924	649	2,573	74.8%	25.2%
White Nile	1,296	580	1,515	745	2,811	1,325	4,136	68.0%	32.0%
North Kordofan	768	366	1,265	643	2,033	1,009	3,042	66.8%	33.2%
South Kordofan	505	64	434	63	939	127	1,066	88.1%	11.9%
West Kordofan	877	421	994	364	1,871	785	2,656	70.4%	29.6%
North Darfur	363	154	880	103	1,243	257	1,500	82.9%	17.1%
South Darfur	1,052	313	861	228	1,913	541	2,454	78.0%	22.0%
West Darfur	328	328	147	128	475	456	931	51.0%	49.0%
East Darfur	574	395	350	266	924	661	1,585	58.3%	41.7%
Central Darfur	474	33	279	8	753	41	794	94.8%	5.2%
Red Sea	298	198	488	279	786	477	1,263	62.2%	37.8%
Kassala	955	347	1,058	467	2,013	814	2,827	71.2%	28.8%
Gadarif	930	388	751	265	1,681	653	2,334	72.0%	28.0%

Source: Educational Statistics for the Year 2017–2018, Ministry of General Education and Instruction, Educational Planning Administration.

18. Analysis and Discussion of Findings Related to Training Challenges:

Study Question: What are the most prominent challenges facing in-service teacher training across different educational stages?

Study Hypothesis: Challenges in the planning phase represent the most significant obstacles facing in-service teacher training. To answer this question and verify the validity of the hypothesis, the researchers employed arithmetic means, standard deviations, and rankings.

Table.7. Means, Standard Deviations, and Ranks of Training Challenge Domains

No.	Statement	Arithmetic Mean	Standard Deviation	Rank
1	Challenges facing in-service teacher training in the preliminary stage	3.93	1.06	4
2	Challenges facing in-service teacher training in the planning phase	4.22	0.92	1
3	Challenges facing in-service teacher training in the execution phase	4.21	0.93	2
4	Challenges facing in-service teacher training in the evaluation phase	4.05	0.92	3

Interpretation and Discussion: Based on the analysis presented in the table above, the researchers observe the following: The domain "Challenges facing in-service teacher training in the planning phase" ranked first in importance, with an arithmetic mean of 4.22 and a standard deviation of 0.92. The domain "Challenges facing in-service teacher training in the execution phase" ranked second, with an arithmetic mean of 4.21 and a standard deviation of 0.93. The domain "Challenges facing in-service teacher training in the evaluation phase" ranked third, with an arithmetic mean of 4.05 and a standard deviation of 0.92. Finally, the domain "Challenges facing in-service teacher training in the preliminary stage" ranked last, with an arithmetic mean of 3.93 and a standard deviation of 1.06.

Conclusion: Consequently, it is concluded that the hypothesis stating that "challenges in the planning phase are among the most significant challenges facing in-service teacher training" is an accepted hypothesis.

19. Results

- 1)The Bakht Al-Ruda Institutes of Education were characterized by a unique phenomenon that they preserved and fostered over the years—namely, maintaining the interconnectedness among various facets of educational activities.
- 2)The Bakht Al-Ruda experience was distinguished by its focus on the professional dimension, practical teaching, supervision, extracurricular activities, and social work.
- 3)The experience of educational rehabilitation institutes was marked by a multi-modal integrative approach and the innovation of novel training methods (in-service training and refresher courses).
- 4)The experience of the Higher Institute for Teachers was unique in its system of financial privileges for students, which attracted high-caliber student cohorts and implemented a vocational study system.
- 5)Faculties of education in Sudanese universities have been distinguished by systematic objectives, programs, and curricula, alongside a major leap in student enrollment capacity.
- 6)In light of massive developments in communication technology, the compression of time and space, and the rapid exponential growth of knowledge, teacher preparation has become increasingly complex. Today's teacher is no longer like yesterday's teacher who monopolized information; students are now influenced by numerous new factors, whereas previously the primary influencers were solely the teacher and the school.
- 7)Teacher preparation and training now require much more than merely imparting a set of information and facts. Instead, there is a pressing need for a non-traditional, creative, and innovative teacher who practices innovative and critical thinking—a teacher capable of accepting rapid change, adapting to it, and transferring this adaptability to their students. This in itself makes the delivery of self-directed learning skills an urgent necessity, and it is observed that some faculties of education and teacher preparation institutions have begun designing a dedicated course on self-directed learning skills.

20. Recommendations

- 1)Introducing educational innovations and updating educational curricula both theoretically and practically to keep pace with progress.
- 2)Providing continuous training for teachers on fundamental experiences and deep learning skills, aiming to elevate teachers' professional performance efficiency.
- 3)Establishing a leadership backbone within the training system to spearhead educational change operations, by training its personnel in the arts of change management and handling resistance culture in accordance with global standards.
- 4)Enhancing internal self-evaluation at all levels—whether at the school level or through continuous training programs across all tiers of the educational cadre.
- 5)Ensuring that teachers keep pace with the evolution of their roles and tasks following the restructuring of the educational ladder (primary + intermediate) and the subsequent curriculum modifications. Thus, orienting and training teachers on these curricula has become crucial, particularly as the nation looks forward to the peace phase.
- 6)Standardizing the Bachelor of Education programs for primary and intermediate school teachers across all university faculties of education.
- 7)Building an accurate, comprehensive, and up-to-date database containing teacher numbers, names, qualifications, various training courses completed by each, and rosters detailing training needs for all teachers.
- 8)Securing the necessary funding and prioritizing it within the state's general budget, recognizing training as the fundamental foundation for building the human capacities required to drive development.

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