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THE DEVELOPMENT OF THE FUTURE LEADERSHIP IN SUDAN: INVESTMENT IN HUMAN CAPABILITIES

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ABSTRACT

INTRODUCTION: Humans are the cornerstone and goal in any development. Many countries with large resources¹ and income have not managed² to develop their communities, while others have managed to create a better life and prosperity for their people with limited resources (Drucker, 1981)³.

In Sudan, there were over 120,000 college students enrolled in 2015,⁴ and over 67,000 students graduated from colleges in 2011⁵. Although Sudan has this number of graduates, the country is still struggling to offer its people a decent life or to compete in the regional economy. The valid fact stressed by this paper is the need for the development of human resources to tackle the country's issues.

METHODOLOGY: This paper will use the 10 years of experience of the Physical Environmental Centre of Khartoum (PECK). PECK was started in 2007 in cooperation with the University of Nottingham to offer scholarships and support to local universities such as the University of Khartoum and Sudan University for Science and Technology. The programme was co-funded locally and internationally; it benefited almost 80 students. All students graduated with Master's degrees from four different universities in the UK. Of these students 35% later received PhD scholarships, while 42% achieved a distinction in their courses; there was an overall success rate of 97.2%⁶.

FINDINGS: This paper suggests an initiative to develop elite Sudanese graduates and offer them a road to academic excellence and employment paths with the support of the diaspora to change the status quo. It shall project the experience of 8 years in the Elite Scholarship Programme (ESP), and PECK's 10 years of experience in supporting Sudanese students with statistics. It discusses a future path for the project to continue with a further step to qualify 2,000 graduates in ten years in all subjects. This would give them the necessary knowledge to build the capacity for the future leadership and a prosperous future for Sudan. The 2,000 targeted students could later be an integral part of the training of a further 200,000⁷ students who would be the cornerstone of Sudan's leadership in the next 10-20 years.

PRACTICAL IMPLICATIONS: The goal of the programme can only be reached with the support of Sudanese scholars, whether they are at home or abroad. The role of the scholars abroad is essential as we need their cooperation in supervision, advice and financial support. The first two roles are known and anticipated, but the third role means cooperation with the diaspora to create a scholarship programme in many world known institutions using their connections. This programme can be flexible to accommodate the variation of disciplines, institutions and the type of scholarship offered.

RESULTS: The paper will suggest a practical detailed plan to achieve the goal as stated above, and discuss the admissions requirements to assess the applicant's eligibility in terms of academic success and leadership.

CONCLUSIONS: Only with this practical approach can Sudan tackle all issues raised by the deteriorating economy and create opportunities and jobs for its own people.

KEYWORDS: Sudan High Education, Scholarship Programme; Research Development; PECK

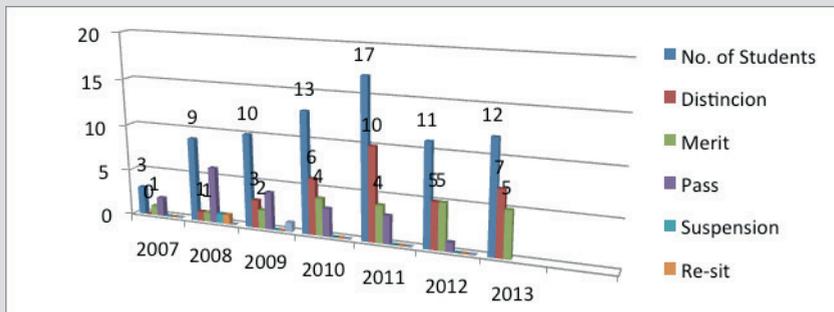
INTRODUCTION

The lack of any international scholarship programme funded locally in Sudan is a great deficit that all stakeholders must act to rectify. Contemplating the future of higher education, and the success of PECK and its students, makes it deeply disappointing to leave this performance without development. This paper discusses the current status of higher education in Sudan, the previous experience of PECK in the Elite Scholarship Programme's success and the Future Building Scholarship Programme (FDP). The discussion indicates the anticipated result of the FDP and the conditions required to achieve the best result that could affect the life of the Sudanese community.

THE CURRENT STATUS OF HIGHER EDUCATION IN SUDAN

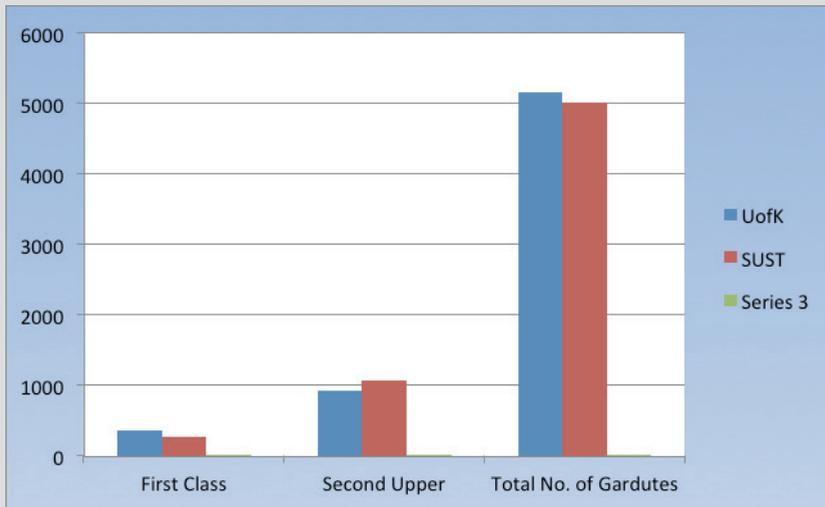
There are 30 public universities⁸ and over 100 public and private universities and colleges in Sudan⁹. There were 67,233¹⁰ undergraduates in 2011, and all students graduated with bachelor's degree in their specialities¹¹. According to the University of Khartoum, the most known university in Sudan, less than 7% of the undergraduates graduated with first class degrees, and 17.7% graduated with upper second class degrees (see Figure 1 and 2)¹². In the Sudan University of Science and Technology, the numbers are slightly different. In 2015, 5,016 graduated from all colleges with a Bachelor's degree; 5% graduated with first class degrees and 21% graduated with an upper second class degree (see Figure 2)¹³. These numbers show that almost 25% of the students are distinguished in their specialities¹⁴. Considering these data and the number of academic institutions in Sudan, the country's academic institutions can provide 25% of potential good postgraduate students. Around 16,808¹⁵ elite graduates would normally have a good potential of developing valid scientific research related to the needs of the country.

Figure 1: Academic Performance Per Year – All Programmes administered by PECK



Source: The Physical Environmental Centre of Khartoum – PECK

Figure 2: University of Khartoum and Sudan University of Science & Technology 2015 Graduates Chart



Source: *The Physical Environmental Centre of Khartoum – PECK*

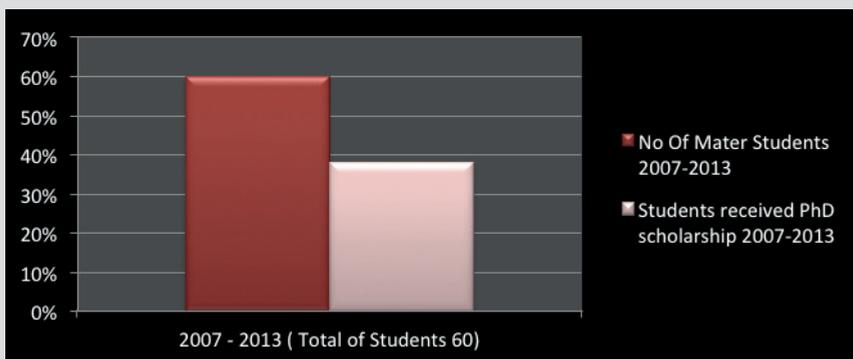
With this significant number in mind, there is currently no locally funded programme to accommodate this elite group of academic performers. The only fund available is very selective and channelled towards funding the local academic institutions; students have taken the opportunity to test these local institutions during their undergraduate studies. Accordingly, many of these graduates apply to international scholarship programmes or leave the country for better opportunities, or find a job locally and continue their life leaving many of their ideas and capabilities on hold. It is not a secret that Sudan's economy is not helping either. The economy deteriorated after the separation of the South in 2011. Between 2011 and 2016, the Sudanese Pound lost its value three times from 2.00 to 1USD, to 6.00¹⁶ to 1USD¹⁷, *inter alia* as result of loss of oil revenue. In 2012, according to the Head of the Secretariat of the Sudanese Working Abroad¹⁸, over 66,000 Sudanese left the country seeking better jobs. In the First Forum of Sudanese Universities Union, and despite a lack of official numbers, all universities, especially local universities, complained about teaching staff leaving. This issue, together with a lack of training and underpayment to the teaching staff, is crippling the development of the scientific research institutions¹⁹, which is the sole path for valid development. It is also significant to realize that Sudan is rich with untapped resources that need research from within the Sudanese community to finally project the results to the same community.

With this picture in mind, the way forward can be to invest in elite graduates' capabilities to save the scientific research institutions, and offer the country's young community the chance to change the *status quo*.

THE SUCCESS OF THE ELITE SCHOLARSHIP PROGRAMME

This programme was designed by PECK and offered local public funds for Master's degree applicants at four British Universities; this benefited 60 students nominated by public local universities in Sudan²⁰. The scholarship schemes started in 2007 and were suspended in 2013 by the MHESR due to costs. The results were that 38% of the Master's degree graduates received PhD scholarships in different international universities (see Figure 3), including the UK, Japan, Saudi Arabia and the USA.

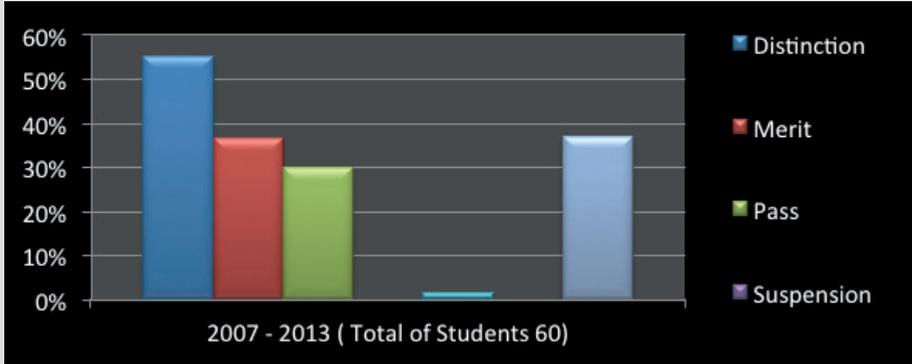
Figure 3: PhD fully covered students after completing their Master degrees (The Elite Scholarship Programme)



Source: The Physical Environmental Centre of Khartoum – PECK

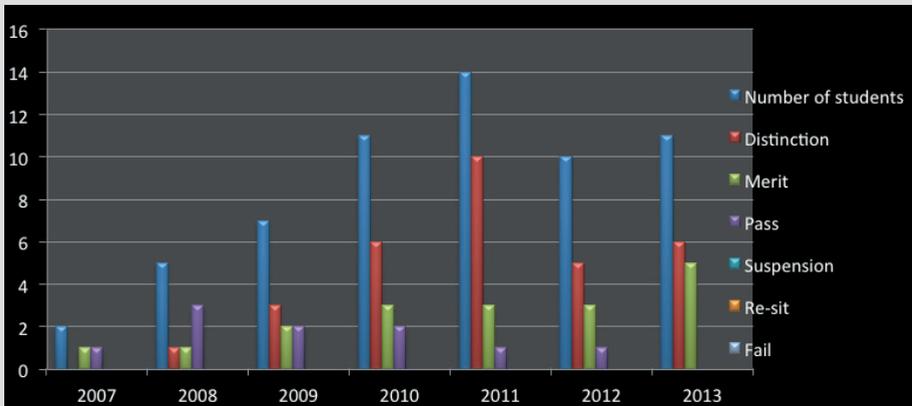
Of these, 51% graduated with Distinction and 31% with Merit; the overall performance was Distinction for all years (see Figures 4 and 5). The success rate for graduates was 100%, together with the employment rate. Only 5% of the graduates did not return, and all have reported to their local universities in Sudan.

Figure 4: The Elite Scholarship Programme Academic Performance (2007-2013)



Source: The Physical Environmental Centre of Khartoum – PECK

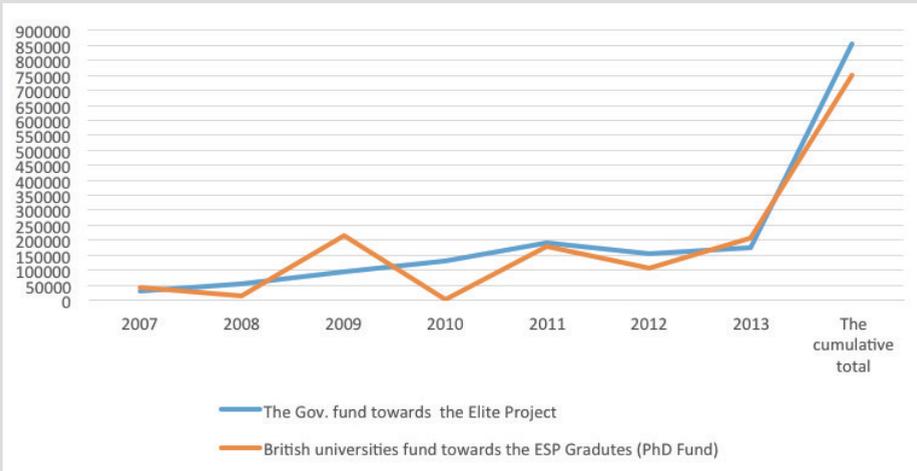
Figure 5: The Elite Scholarship Programme Academic Performance (per year)



Source: The Physical Environmental Centre of Khartoum – PECK

After the remarkable performance of PECK's students, the British Universities (especially the University of Nottingham and the University of Reading) offered PhD scholarships reducing the cost of the programmes significantly (see Figure 6).

Figure 6: The Fund of the British Universities Versus the Cost Paid by the Government



Source: *The Physical Environmental Centre of Khartoum – PECK*

This remarkable success rate makes PECK believe in the elite graduates of Sudan, which leads to the next step of upgrading the programme allowing all elite graduates, regardless of their work status, to have the opportunity to achieve their academic goals.

THE FUTURE BUILDING SCHOLARSHIP PROGRAMME (FDP)

After assessing the current situation and the success of the previous scholarship programme using local funds, it is an undoubted fact that the results had a considerable positive impact on the community in general²¹. It is also clear that the untapped resources need research from Sudan. It is a fact that currently Sudanese are empowering other communities' economies globally, which shows that Sudan and its people are not lacking intelligence or perseverance if they are given the opportunity²².

The FDP is designed to offer young elite graduates the opportunity to join and compete in the best available colleges in the world, especially in the UK, to obtain their postgraduate studies. The main goal of this initiative is to create a new young leadership on many levels for the future of the country. Projecting the numbers previously discussed, the section (admissions) conditions could reduce the number from 16,808 to 2,000 Sudanese elite graduates from carefully selected universities

in Sudan, and in specialities that match the country's needs. The programme will last for ten years, with an average annual recruitment of 100 candidates. The following analysis explains the FDP in detail. The analysis also indicates the topics that the programme is targeting, the location of excellence, the conditions of eligibility, the Committee of Approval, the FDP Fund Policy, the employment path, PECK's role in managing this initiative, and the preliminary budget.

THE TARGETED TOPICS

The FDP targets subjects of research that are based on the issues facing the country's development. These issues have been summarized in four main topics; Political and Security Stability, Fundamental Services, General Services, and Economic Stability.

- a. **Political and Security Stability:** The first topic is recognized by the country's educated community, that the lack of systems and respect for the law at all levels is creating turbulence and political and security unrest²³. Therefore, social sciences are the basic research touching the issues of the country. Despite the fact that MHESR has included some social studies topics in its 29th locally funded subject list²⁴, the shadow of the general and applied sciences topics are preventing social sciences from being recognized. The development of the Sudanese personality is topic number thirteen, while another seven social studies topics are not seen until the last part of the list. The significant note is that none of these eight topics have referred to the politics, law and security of Sudan as a priority issue to be funded, while the law and politics are the main topics under discussion at the National Dialogue Conference started²⁵ in October 2015 to shape the future of the country.

Moreover, the Elite Scholarship Programme administered only one social sciences candidate²⁶ who was successful in being funded. This shows that social sciences in Sudan need to be given careful consideration. It has been revealed that the most significant obstacle for applicants was the level of English required for Master's degree study. This was the sole condition that prevented them from applying to the programme. Having highlighted above that the stability and security of the country lies in the society's beliefs and its behaviour rather than its ability to create and innovate, the FDP aims to offer social sciences applicants 60% of the opportunities available.

- b. **Fundamental Services:** in the second topic group, the fundamental services to the communities are the basic needs that most Sudanese cities are failing to offer, such as water²⁷, energy²⁸ and transport.
- c. **General Services:** The third issue can be summarized in healthcare (Tandon *et al.*, 2016)²⁹ and education.

- d. Economic Stability and Progress: This group includes agricultural technology, mineral engineering, oil engineering, financial services, etc.

The four main topics discussed earlier can be summarized by subjects (disciplines) with regard to their priority:

Law and politics, Social Studies, Philosophy, Psychology, Security, Water preservation, Sustainable Development, Energy, Electrical & Communication Engineering, Media, Journalism, Healthcare and Management, Education, Economic Development, Agriculture, Agricultural Engineering, Mineral Engineering, Civil Engineering, Chemical Engineering Pharmacology, Architecture, Arts and Linguistics, and Medicine.

THE LOCATION OF EXCELLENCE

The FDP is designed to offer students the best opportunity in the west (i.e., Europe and the US) in order to be exposed to the best academic excellence and scientific research supervisors and facilities. The United Kingdom was always the best place for the education of Sudanese students³⁰. The UK has 17 universities in the top 100 universities in the world, and is ranked the second country after the US in the world's universities ranking (ARWU, 2015). It is also the country that has the second highest number of Nobel Prize winners³¹. Over 200,000³² teaching staff were recorded in the UK in 2015³³. Of these, 12% come from countries other than the UK, which enriches the academic life of the universities in the UK³⁴ and helps the students understand that knowledge is not monopolized or limited to certain groups.

In addition to the academic excellence previously indicated, the FDP is designed to give the students a different social experience from that found in their home countries. This always creates discussion within the mind about the significance of home, religion and culture. Al-Turabi³⁵ once said that he had been more in love with his religion and his home when he was studying abroad. This experience strengthens the ability to make personal decisions and take responsibility, which are not as concentrated as when studying in the home country or in a country with a similar culture. Being in a multi-cultural setting adds more pressure and makes most students more alert and out of their comfort zone; this eventually creates competition and a better personality, in addition to the development of communication skills when using a foreign language.

THE CONDITIONS OF ELIGIBILITY

The eligibility to be qualified for the FDP is the cornerstone for the success of this initiative. Following the PECK experience in the previous programmes, eligibility conditions must match the admissions' conditions of most universities in the UK. Accordingly, the conditions are divided into two groups. The first group is

concerned with the academic level of the applicant, and the second group focuses on the personal eligibility to the FDP goal.

THE ACADEMIC CONDITIONS

- i. A Bachelor's graduate from carefully selected universities in Sudan with a first or upper second class degree. The universities listed in PECK's approved universities are:

University of Khartoum (UofK)³⁶, Sudan University of Science and Technology (SUST)³⁷, University of Medical Science and Technology (UMST)³⁸, AHFAD University³⁹, Sudan's Academy of Banking and Financial Sciences (SABF)⁴⁰, Neelian University⁴¹, Future University⁴², International University of Africa (IUA)⁴³, and The National Ribat University⁴⁴ (Ribat).

These universities have been contacted by PECK and have been part of questions and analysis conducted over the last eight years. However, this list is subject to periodic update.

This process is supported by PECK and conducted by the Elite Scholarship Programme in recent years to support the best graduates, and to ensure that the students can compete with their counterparts in the Master's degree courses.

- ii. Scoring no less than 6.0 (no less than 5.5 in each skill) in the IELTS test.
 - a. As previously indicated, most of the social sciences graduates are finding this a challenge especially because most, if not all, of the curricula in Sudan are in Arabic. PECK, therefore, has lowered the language barrier to enable students from more numerous specialities to be able to meet the language conditions. However, scoring 6.0 is just an initial stage as they have to pass a four month concentrated course under PECK supervision that aligns their abilities to UK universities quality standards. The course is taught for four hours per day, five days a week, and, on successful completion, students can join their universities in the UK.
 - b. The course will also be taught over one month to applicants scoring higher than 6.0 in the IELTS to educate the candidates about life and academia in UK.
 - c. Applicants who fail this course assessment shall not be approved for funding.
- iii. Two academic references: one from a lecturer who has taught the applicant in the last two years, and the second is a professional reference from the applicant's employer; these are essential for the admissions' requirements. If the applicant is a new graduate or has not worked yet, a second

academic reference is required with the same conditions. This condition ensures the applicant's true documents and his reputation in academia and a profession, in addition to match the FDP with the admissions' requirements for universities in the UK.

- iv. A topic of the course or research falling within the priority list. PECK shall accept all applicants and process their documents until the end of the application period, after which the assessment and approval shall be subject to the Committee of Approval.
- v. During the postgraduate course, termly academic reports shall be assessed by PECK, and notices shall be confirmed to the students when necessary if they show weak academic performance. A significantly weak performance below 40% shall subject the student to cancellation of the scholarship.

THE PERSONAL CONDITIONS

- i. Master's course applicants shall not be over 30 years old, and PhD applicants shall not be over 35 years old.

This condition is sought to limit the applicants' age as the FDP is targeting young elite students. The programme enables the students to be fully equipped for employment before the age of 40 years in all cases.

- ii. The applicant must not hold dual citizenship. This programme is dedicated to create young leaders and professionals, and therefore full commitment to the country cannot be served by having dual citizenship.
- iii. All applicants must sign a pledge to respect the rules of the scholarships and to return home before they leave for their universities in the UK. On a lack of commitment, students will be charged with the full cost of their studies in addition to a penalty article that shall be indicated in the pledge. PECK staff will apply on behalf of the applicants to the university in UK listed at PECK and inform the applicant of the decision. Successful applications will automatically be directed to the Committee to be considered for the scholarship.

THE COMMITTEE OF APPROVAL

PECK shall constitute a Committee of Approval where all applications shall be reviewed and assessed for approval. The Committee shall be constituted of four members, of which two will be appointed by the Centre and two will be selected from known academic figures in the country⁴⁵. The Committee shall meet many times and make a final decision on all applications before 15 May of each year. The members of the Committee can be changed annually⁴⁶. Funding organizations can

have observers without the right to vote⁴⁷. The head of the Committee shall be a member of staff from PECK and shall have the presiding vote. The Committee's decision is final and shall not be subject to appeal, but applicants who fail to get approval can apply for the next year.

The Committee shall receive and review the completed file only, which shall contain the applicant's documents showing the fulfilment of the conditions in addition to the offer from the UK University.

Successful applicants shall thus be subject to a pre-session course according to their score as previously outlined.

THE FDP FUND POLICY

- **The FDP shall cover:**
 - a. Full tuition fees and living allowances:
 - i. Master's Students: The FDP shall cover full tuition fees and a living allowance according to visa regulations for 10 months.
 - ii. PhD Students: the approval will be conditional for 36 months and include tuition fees and allowances. On passing the first year, the Committee shall release the second and third year tuition fees and 24 months' allowance. After receiving allowances for 36 months, these can be extended for an additional 6 months in special circumstances. A request for this must be submitted to the Committee of Approval by the applicant and the research supervisor at the university.

This will also cover allowances for the PhD student's family according to UK visa regulations, but will be limited to a wife and two children.

- b. Emergency expenses for students during their study, which shall cover travel tickets and transport in the UK.

- **The FDP shall not cover:**

On the other hand, the FDP shall not cover:

- a. Family allowances or tickets for Master's students.
- b. It shall not cover visa, local fees, travel tickets from Sudan to the UK, transport in the UK, luggage or book allowance.

EMPLOYMENT PATHS

On allocating FDP initiative funds, PECK will communicate with the public and private sectors to contribute towards implementing the graduates' research. A selective research from all students every year in January will be assessed by relevant professors designated by PECK in their field of study to be implemented in

Sudan. Public and private sectors will be encouraged to contribute to apply these research projects in reality.

In a parallel approach, the same sectors shall offer the graduates jobs that preserve a decent life for their family and excellent concessions to avoid attractive job offers from abroad. At the same time, opportunities should be opened for funds and support to enable the graduates to transfer and apply their knowledge to different job opportunities rather than their present one.

PECK ROLE

The Centre is the only experienced institution in Sudan managing such projects, despite the fact that there are public centres to handle this institution. However, PECK has gained much experience in the coordination of such projects, and will ensure that all costs target the students' essential needs and apply all fee reductions offered by the universities. Meanwhile PECK will need to cover the administrative costs; these will be between 5%-10% only. The Centre will handle the admission process, the scholarship process, the pre-course training, arrangements with the UK universities, paying tuition fees to the universities, directing allowances to the students' accounts, following up the performance of the students, emergency support, employment paths, and publication of statistics.

THE PRELIMINARY BUDGET

Following PECK's experience in cost calculation and management in similar programmes, the programme is divided into two financial phases. The first phase is dedicated to the first 1,000 students, who shall take part in the first ten years, while the remaining 1,000 candidates shall have their opportunity in the following years. This gives the programme and PECK the flexibility to update and upgrade itself and increase the trust of the funders in the process. The costs are divided into three main parts as follows:

The 1st year budget:			
No.	Expense	Value in GBP	Note
1	Tuition fees	2,000,000	To cover universities fees in the first year for the targeted number of 100 candidates ⁴⁸
2	Living allowances	1,000,000	Living allowance for 10 months per student ⁴⁹
3	Administrative costs	150,000	5% of the paid cost ⁵⁰
-	Total	3,150,000	

There is a 10% increase expected per year in both tuition fees and allowances. PECK will engage with the universities to reduce the tuition fees by 15-25%, in addition to having an international partnership with the academic institution to offer 100% PhD tuition fees for outstanding Master's graduates. This would reduce the cost for the master's students by more than 90%.

This means that the overall budget for the 1st phase (10 years) is as follows:

No.	The year	Value in GBP	Note
1	1st year	3,150,000	To cover universities fees, living allowances and admin costs in the first year for the targeted number of 100 candidates
2	2nd year	3,465,000	10% annual increase in total costs
3	3rd year	3,811,500	10% annual increase in total costs
4	4th year	4,192,650	10% annual increase in total costs
5	5th year	4,611,915	10% annual increase in total costs
6	6th year	5,073,106	10% annual increase in total costs
7	7th year	5,580,417	10% annual increase in total costs
8	8th year	6,138,458	10% annual increase in total costs
9	9th year	6,752,304	10% annual increase in total costs
10	10th year	7,427,535	10% annual increase in total costs
-	Total	50,202,885	

SUMMARY

No one can ignore the landmark of knowledge of the first and second generations of educated Sudanese scholars who had the opportunity to have their ideas elaborated on and shared. Names such as Abdalla Altayeb, Awn Al-Sharif Qasim, Tayeb Salih, Yousif Hassan, Tigani El Mahi, Hassan al-Turabi, Sadiq al-Mahdi, Mo Ibrahim, Sharaf Bannaga, Siddig Omer, Allam Ahmed, Leila Aboulela, Osama Abdelatif, and the list goes on.

This programme offers a new light at the end of the tunnel for thousands of elite graduates. The FDP is a path for future leaders to take a lead in future generations in a country badly in need. The FDP will create many scholars in many fields that will be the basis for others to follow. The programme is designed mainly for Master's students where the best academically performing students can receive a PhD scholarship, jointly funded by different institutions. This shall guarantee the quality of the research and reduce the cost of study.

There over 200,000 academic staff in the UK (and this number is increasing), while there were fewer than 12,000 in Sudan's in 2011 (and this number is decreasing). Universities anticipate that the number has been reduced by at least a third due to the hard economic conditions. This great gap in comparison with the developed world must be bridged. Therefore, the FDP is a promising project that needs all our support in Sudan or in diaspora to ignite the minds of our people to share their ideas.

Diasporas can share their connections to international institutions and their advice to PECK to shape this programme. It is also significant to show further commitment in financial support in the method they see fit, and PECK can guarantee a transparent and fair process.

The future leadership must find a path to test, see and share their ideas in order to be qualified to lead and make decisions. It is this generation's role to take the initiative to develop and prosper. So, what we are going to do about it!

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BIOGRAPHY

Ahmed Bannaga is a practicing lawyer in Sudan and a member of the Chartered Institute of Arbitrators, London, holding the title MCI Arb. He graduated from SOAS, University of London, in 2009, with an LL.M in Dispute and Conflict Resolution, specializing in international arbitration. He is now the Representative of the Sudanese Bar at the Solicitors Regulation Authority in England and Wales (SRA), London, the founder and partner at Bannaga and Fadlabi LLP, and the legal advisor of numerous local and multinational companies in Sudan. He has many publications in relation to arbitration. He is also the Legal Advisor and the International Representative at PECK, the agent and Official Representative to four British Universities (University of Nottingham, University of Reading, SOAS, University

of London, and the University of Sheffield), where he represents PECK at the universities and represents the universities in Sudan. He is also the co-supervisor of the Centres scholarship programmes.

NOTES

¹The top valued Sudanese commodities are oil and gold, two of the most wanted commodities in the world after diamonds (United Nations Commodity Trade Statistics Database, 2008).

²Sudan is an example of a country of large resources: "Sudan did not use the oil windfalls to invest in human development, diversify its economy, or promote private sector growth. Political instability, corruption and economic uncertainty compromise the enabling environment for business development, growth, and employment (2010 Investment Climate Assessment). Other constraints include inadequate infrastructure services (e.g., transport and electricity), access to finance and taxation policies". The World Bank Overview cited at <http://www.worldbank.org/en/country/sudan/overview>

³The article explains the dedication of Japan's e-economy to compete and develop with very limited resources.

⁴In 2015 124,566 students were admitted to local colleges in Sudan (The Admissions Office, Ministry of Higher Education & Scientific Research – MHESR, 10 April 2016, confirmed).

⁵Last published statistics by the Ministry of Higher Education & Scientific Research, see <http://www.mohe.gov.sd/index.php/ar/pages/statistics/98-statistics-of-he2011-2012>.

⁶PECK statistics are available at <http://peck.com.sd/Academic%20Assessment.htm>.

⁷In 2015, there were 200,000 academic staff serving 2,266,075 students (Higher Education Statistics Agency https://www.hesa.ac.uk/index.php?option=com_content&view=article&id=1897&Itemid=239 15.04.16).

⁸Available at <http://www.mohe.gov.sd/index.php/ar/k2-news-category/state-universities#>

⁹Confirmed at the first Universities Conference in Sudan, held 07-08 November 2015 <http://www.asu.org.sd/index.php/ar/sudanese-universities-meeting>.

¹⁰The number includes bachelor degree graduates only <http://www.mohe.gov.sd/index.php/ar/pages/statistics/98-statistics-of-he2011-2012>

¹¹Ibid.

¹²The Secretary of Academic Affairs Report, University of Khartoum, dated 26.04.2016. The total number of Bachelor graduates in 2015 was 5,166.

¹³The Academic Secretary Office, Sudan University of Science & Technology, date 18.04.2016.

¹⁴There were 1,272 graduates from University of Khartoum with first and upper second class degrees, while 1,073 graduated from Sudan University of Science & Technology. Ibid

¹⁵This was 25% of the total number of bachelor graduates (see footnote 10).

¹⁶In the "Parallel Market", the official name of the Black Market, 1 USD = 12.5 SDG, which confirms that the local currency has lost its value six times since 2011, and still counting.

¹⁷For historical rates please see the Central Bank of Sudan webpage at <http://www.cbos.gov.sd/node/643>.

¹⁸Karar Elbashir, the General Secretary of Secretariat of Sudanese Working Abroad, in an interview at the Aljazeera News Channel, Arabic Service, 31.01.2013, Visit <http://www.aljazeera.net/news/reportsandinterviews/2013/1/31/رطخ-ل-سوقان-قدت-نيي نادوس ل-قوج>

¹⁹Deliberation at the First Forum of the Sudanese Universities Union, November 2015.

²⁰Mainly from University of Khartoum and Sudan University of Science & Technology.

²¹Please read section above that shows employment rates of 100%.

²²Over 1,000 teaching professionals and 5,028 doctors have left the country since 2012, *supra*

²³It is an undebated fact that civil wars in the west and south of the country are indications of a failed state in many other areas of the country.

²⁴Check the MHESR webpage for the list <http://www.mohe.gov.sd/index.php/ar/2016-03-01-07-31-14>

²⁵"In Sudan, a country still struggling with violent conflict in Darfur and two other states, almost 700 participants in a national dialogue process are finalizing recommendations after three months of vigorous and genuine discussion".

²⁶The Candidate was an Art College Teaching Assistant at the University of Khartoum in 2013.

²⁷Only 55% of the population have access to clean water, with no significant change from 2011-2014. Sources World Bank Data <http://data.worldbank.org/indicator/SH.H2O.SAFE.ZS>

²⁸Sudan consumption per capita reached only 159kWh in 2013, while similar populations, such as Syria, was offering 1000kWh per capita in the same year.

²⁹Sudan scored rank number 134 out of 191 in the table of healthcare efficiency assessment in 191 countries, which shows the weak level of healthcare performance.

³⁰In the previous generations of Sudan's elite graduates, most of them received their education in the UK in the 1960s and 1970s as Sudan was a British colony for over 40 years. This makes Sudanese more familiar with the UK than any other country.

³¹There have been 117 Nobel Prize winners from the UK since 1901, second after the US; cited in <http://www.bbc.co.uk/news/magazine-11500373> and <http://www.telegraph.co.uk/news/worldnews/northamerica/usa/11926364/Nobel-Prize-winners-Which-country-has-the-most-Nobel-laureates.html> 12.04.16

³²In 2011 the academic staff in Sudan was 12,463 *Supra*

³³The Higher Education Statistics Agency, cited in <https://www.hesa.ac.uk/stats-staff>.

³⁴*Ibid.* 25,335 is the accurate number for the academic staff from ethnic minority in UK.

³⁵Dr Al-Turabi, a social and political figure in Sudan, died in March 2016. He published many books about religion and publicly advised people to consider and think about their religion and test their beliefs abroad.

³⁶<http://www.uofk.edu>

³⁷<http://sustech.edu>

³⁸<http://www.umst-edu.sd>

³⁹<http://www.ahfad.org/>

⁴⁰<http://www.sabfs.edu.sd>

⁴¹<http://neelain.edu.sd>

⁴²<http://www.futureu.edu.sd>

⁴³<http://www.iaa.edu.sd/english/>

⁴⁴<http://www.ribat.edu.sd/en/>

⁴⁵This selection of four members allows the Centre to monitor itself and allows a fairer assessment of applications. The approach is similar to the external examiner method followed by most universities.

⁴⁶The Committee would meet more than once as it is expected that there would be a large number of applications, which would require multiple meetings. However, the deadline of 15 May will be honoured to give the successful applicant the time necessary for the pre-session course.

⁴⁷Although PECK needs the other members to maintain a fair process, it is important to have control over the management of the process.

⁴⁸Looking at the tuition fees tables of most UK universities, the fees for the 2016-17 academic year are around £20,000 for overseas Master's students. See, eg, <http://www.nottingham.ac.uk/fees/tuitionfees/201617/pgtcourses201617.aspx> or <http://www.sheffield.ac.uk/ssid/fees/pgt/lookup> for comprehensive assessment.

⁴⁹According to visa regulations, the cost of living for students is around £1,000 per month. The FDP covers 10 months only, making the cost of the student £10,000. Home Office, Tier 4 of the Points Based System – Policy Guidance, April 2016: Article 162: You must show that you have: 1- £1,265 per month for living costs if you are studying in London for the majority of your study (more than 50% of your study time); 2- £1,015 per month for living costs if you are studying outside London or anywhere else in the UK for the majority of your study (more than 50% of your study time). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/514308/T4_Migrant_Guidance_Apr_2016.pdf cited 29.04.16

⁵⁰This cost shall cover the Admin fees, and any emergency costs for the students.