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Effectiveness of Educational Policies in Achieving the Sustainable Development Goals in Sudan

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Abstract

The purpose of the study is aimed to identify the effectiveness of education policy achieving the goal of sustainable development in Sudan, that fulfills the needs for the present and future generations. The researcher used descriptive research to collect the data. This concern was adopted by the United Nations conference on education for sustainable development held in Japan in 2014. Furthermore, the Sustainable development Goals (SDGs) was adopted as goals for the entire international community at the United Nations Sustainable development summit held in New York in September 2015. SDGs consist of comprehensive 17 goals with a deadline of 2030 for future generations. The paper showed that the achievement of rural development goals requires advanced education plans and programs include clear vision in education system, which leads to change in behaviors patterns and you can find practical opportunities for the achievement of the rural development goals of community.

Key word

Education policy, Sustainable development, Sudan.

Introduction

In the Arab world, rural areas constitute the most densely inhabited regions. Reflecting this reality, the League of Arab States—through the recommendations of its conferences and study sessions—has concluded that each state should, within its means, provide public services that ensure at least a minimum level of availability and quality commensurate with each society’s capacity and grounded in equity. Achieving this baseline is expected to contribute to comprehensive and sustainable development. Like many Arab countries, Sudan has undertaken numerous efforts in rural reform and in improving the living standards of rural communities (villages and hamlets) that have long suffered from underdevelopment, poverty, low living standards, and a lack of modern amenities. In Sudan, rural residents account for roughly two-thirds of the urban population.

The development of rural areas has been the focus of extensive study and debate among specialists in the social and economic sciences, on the premise that rural life—and its social structure—has distinctive features that set it apart from urban societies. Stakeholders committed to transforming the current condition of the countryside into a “better” and “more prosperous” life emphasize that solutions must address economic and social dimensions simultaneously; service provision in one dimension alone cannot fully achieve the goals. Educational, rural, and agricultural development policies aim to improve the quality of life for rural populations and to achieve food security (Ibrahim Hamram, 1997).

A central question, however, is how to gauge the degree to which rural people accept or reject the notion of local development. On this basis, the new rural development policy stipulates the need to integrate rural residents into development by ensuring their participation in development projects in one way or another—an approach absent from earlier policies. Because the countryside has a distinctive composition, states should draw closer to rural communities and build trust by introducing a “mediator” from within the same rural group to relay the concept and purpose of development bidirectional—between the state and the community. To this end, cooperative associations have been adopted as a mechanism. This aligns with the conclusions of the World Conference on Rural Development held in Rome in 2023, which sought a new strategy for rural development and for combating poverty and hunger. The conference stressed the need to provide education and modern

Educational policies, achieving sustainable development goals technology and to ensure their reach to various rural groups, under state leadership while safeguarding meaningful local participation in development processes (Shashoua Hakima).

Problem Statement

Educational policies are among the most effective strategies employed by those concerned with education and development worldwide in the era of the knowledge explosion. Their emphasis has shifted toward enabling students to participate in the learning process and to rely on themselves in building and developing capacities at both the individual and societal levels. To this end, many educational institutions around the world—including in Sudan—have begun integrating development goals into their curricula and schools to activate teaching–learning processes. In recent times, numerous crises have emerged, notably the challenges of rural development, which have become a genuine threat to society. The present study attempts to answer the following question:

Research questions

What is the effectiveness of educational policies in achieving the Sustainable Development Goals (SDGs) in Sudan?

Objectives of the Study:

- To identify the effectiveness of educational policies in achieving the SDGs in Sudan.
- To determine the importance of educational policies in achieving the SDGs in Sudan.

Significance of the Study

The significance of the study stems from the importance of sustainable development in addressing many of the challenges facing societies—particularly countries with weak educational infrastructures.

Delimitations

- Thematic Scope: The study is limited to the modern factors that must be available to achieve the SDGs in Sudan.
- Temporal Scope: 2025
- Spatial Scope: Sudan

Definition of Terms

Definitions of key terms will be provided as operationalized within the study’s context.)

Association in the sociology lexicon, an “association” refers to a permanent, organized gathering of two or more persons—in the broad sense—who devote their knowledge and capabilities to a specific goal within a legal framework. An association is thus any grouping of persons, whatever its legal form and whatever its purpose (Shashoua Hakima, 2023).

Definition of Sustainable Development:

According to international charters, sustainable development is development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. In other words, it is development that cultivates the earth by utilizing its resources in such a way that their benefits endure for both current and future generations (UNESCO, 2014, 2015). From this definition, it follows that sustainable development seeks to improve quality of life by using resources prudently. Regrettably, Earth's environmental resources are experiencing severe degradation and depletion, which—if it continues—may cause environmental problems beyond humanity's capacity to address. This is attributed to humans' unsound, imprudent treatment of the environment, in addition to a lack of environmental awareness and sensitivity in many societies. This situation prompted the United Nations to convene the World Conference on Education for Sustainable Development in Nagoya, Japan (10–12 November 2014). The conference—attended by representatives from more than 150 countries—achieved notable success in elevating the role of education in realizing the SDGs and in mobilizing communities and education experts around the importance of Education for Sustainable Development (ESD) in building a more just, peaceful, and sustainable world. Education and environment experts at the conference adopted the Global Action Program (GAP) to translate sustainable development concepts into practice.

The GAP focused on the following axes:

- Integrating sustainable development into public policies across sectors.
- Enabling local communities and civil society organizations to play an active role in implementing sustainable development programs.
- Empowering and mobilizing young people so they can fulfill their role in resource sustainability.
- Embedding sustainable development concepts into education curricula (academic, vocational/technical, and in-service training), enabling learners to acquire knowledge, skills, values, and attitudes in environment and sustainable development—thereby enhancing their ability to contribute effectively to sustainable development, confront future challenges, and make timely decisions. Incorporating these concepts into curricula is a fundamental indicator and measure of curriculum quality.

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The 17 Sustainable Development Goals (SDGs):

The international community adopted the 17 SDGs at the UN Sustainable Development Summit held on 25 September 2015 at UN Headquarters in New York. These goals are:

1. No poverty; 2) Zero hunger; 3) Good health and well-being; 4) Quality education; 5) Gender equality; 6) Clean water and sanitation; 7) Affordable and clean energy; 8) Decent work and economic growth; 9) Industry, innovation and infrastructure; 10) Reduced inequalities; 11) Sustainable cities and communities; 12) Responsible consumption and production; 13) Climate action; 14) Life below water; 15) Life on land; 16) Peace, justice and strong institutions; 17) Partnerships for the goals.

The target year for achieving these goals for current and future generations is 2030. Goal 4 (SDG 4: Quality Education) explicitly includes Education for Sustainable Development. In practice, ESD is the prime driver for achieving all SDGs.

Pedagogical Implications

Achieving the SDGs requires integrating modern teaching strategies into educational practice so as to change learners' behavioral patterns and enable them to take concrete steps toward the SDGs (UNESCO, 2015). Among these strategies are participatory learning, collaborative learning, and other forms of active learning that rely on participation and discussion to enrich the educational process. Shifting instructional strategies to align with sustainable development goals motivates learners, improves their critical thinking, supports timely and collective decision-making, and strengthens their capacity to take practical steps in problem-solving. Overall, ESD calls for a fundamental transformation of current teaching methods. It also requires schoolteachers and university faculty to develop the following capacities to build safe, stable, and sustainable societies:

Critical thinking:

Integrated (systems) thinking that considers all facets of a problem

- Planning for the present and the future
- Communication and partnership-building
- Interpersonal effectiveness and respect for relationships
- Environment and Sustainable Development in Islam:

The message of Islam accords great care to Earth's environment on the premise that it is the inheritance of successive generations. God—Glorified be He—has placed within it, with perfect balance and precise measure, all the necessities of human life. The Almighty says: “And the earth We

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have spread out, and set therein firm mountains, and caused to grow therein of every well-proportioned thing” (Qur’an, al-Hijr 15:19), and: “Indeed, We have created everything according to a measure” (al-Qamar 54:49). God also commanded us to preserve the earth’s environment and not disturb its balance, and He established the *mizzen*—the balance/justice—among His creation. He says: “And the heaven He raised and set the balance, that you not transgress in the balance. And establish weight in justice and do not make deficient the balance” (al-Raḥmān 55:7–9). Moreover, it is by His will that humankind was appointed as a vicegerent on earth to undertake the duties of stewardship: “And [remember] when your Lord said to the angels, ‘Indeed, I am placing upon the earth a successor [khalīfah].’ They said, ‘Will You place in it one who causes corruption therein and sheds blood, while we exalt You with praise and sanctify You?’ He said, ‘Indeed, I know that which you do not know.’” (al-Baqarah 2:30). And: “It is He who has made you successors upon the earth and raised some of you above others in degrees that He may test you in what He has given you. Indeed, your Lord is swift in penalty; but indeed, He is Forgiving and Merciful.” (al-An‘ām 6:165).

God has subjugated all the means of life to benefit humankind and made them manageable for human use. He says: “Do you not see that God has subjected to you whatever is in the heavens and whatever is on the earth and amply bestowed upon you His favors, both apparent and hidden? Yet among people are those who dispute about God without knowledge or guidance or an enlightening Book.” (Luqmān 31:20). And: “God is the One who created the heavens and the earth and sent down water from the sky, thereby bringing forth fruits as provision for you; and He subjected for you the ships to sail through the sea by His command and subjected for you the rivers; and He subjected for you the sun and the moon, constant in their courses; and He subjected for you the night and the day.” (Ibrāhīm 14:32–33). And: “It is He who made the earth manageable for you, so walk among its slopes and eat of His provision, and to Him is the resurrection.” (al-Mulk 67:15) (al-Ṭayyib Aḥmad, 1998).

Having established that God placed within the earth all the requisites of life, appointed humankind as stewards, and subjected the means of life to them, Islam laid down principles and rules that regulate the human–environment relationship: preserving the environment and ensuring the sustainability of its bounty so that a sound, balanced relationship between humans and their environment is maintained. These principles rest on the higher objectives of the Shari‘ah (al-maqāsid al-kulliyyah)—as derived by eminent scholars from the revealed texts—namely: the preservation of religion, life, property, intellect,

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and progeny. There is a close connection between these overarching objectives and the protection of the environment from pollution and degradation caused by imprudent human exploitation. The environmental pollution and degradation now witnessed worldwide pose immediate threats to the preservation of life, progeny, and intellect. Pollution of ecosystems by sewage, agricultural and industrial effluents, chemicals, and radiation reduces the productivity of these systems and adversely affects human health (al-Ṭayyib Aḥmad, 1998). Environmental pollution also undermines the objective of preserving property for individuals and communities. For example, pollution severely affects aquatic life in fresh and marine waters. In many rivers and lakes in industrialized countries, fish and other fauna have nearly vanished due to acid rain and contamination from sewage and agricultural and industrial runoff. Consequently, those who work in fisheries in these polluted environments are unable to earn livelihoods sufficient for their needs. Generally, protecting the environment from pollution and depletion requires developing environmental protection laws and ensuring their effective enforcement.

It should be noted that the higher objectives of the Sharī‘ah constitute the grand aims upon which the rules of environmental protection and resource sustainability are founded. Among these rules is the Sharī‘ah’s call to moderation and the prohibition of wastefulness. Excessive use of environmental resources harms the environment and leads to its depletion and degradation. Non-Muslim societies have only recently come to recognize Islam’s call for moderation and the avoidance of waste, advocating prudent or moderate use of environmental resources and rejecting excessive consumption after such excess began to threaten humanity with grave dangers. Intensive land exploitation, excessive tree-felling, and overgrazing that strips the land of its vegetal cover have led to serious risks such as soil erosion, flash floods, disruption of the water cycle, and increased desertification. Excessive extraction of groundwater has also caused sharp declines in aquifers, soil salinization, and reduced land productivity (al-Ṭayyib Aḥmad, 1998).

Islam further forbids corruption (fasād) due to its harm to human life: “And when he turns away, he strives throughout the land to cause corruption therein and destroy crops and offspring; and God does not like corruption.” (al-Baqarah 2:205). Islam also emphasizes planting and preserving vegetation. The Prophet ﷺ encouraged his Companions to cultivate and protect plants, saying: “No Muslim plants a tree or sows a crop from which a bird, a person, or an animal eats but that it is charity

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for him.” And: “If the Hour is established while one of you has a sapling in his hand, let him plant it.” Islam also recognizes the right to establish *ḥimā* (protected reserves) to regulate pastoral activity and protect vegetative cover. The foregoing texts—only a small sample of what appears in the Qur’an and the Sunnah—demonstrate Islam’s deep concern for the environment. Over fourteen centuries ago, Islam set forth the principles and rules that govern the human–environment relationship, ensuring protection and sustainability of resources. Islam thus preceded the modern West by centuries in safeguarding environmental sustainability—a point that becomes even clearer when we examine how SDG concepts can be embedded across educational curricula. Embedding the Sustainable Development Goals (SDGs) in Education Curricula

As noted earlier, embedding the SDGs within academic, vocational/technical, and in-service training curricula is a fundamental criterion and measure of curriculum quality. The primary responsibility for this integration falls on the National Curriculum Center, which designs general education curricula, and on faculties of education, which prepare teachers for the various stages of general education. This requires redirecting curricula and equipping them with the knowledge, skills, values, and attitudes related to environment and sustainable development so as to enhance learners’ capacity to contribute effectively to achieving the SDGs. Below, each goal is presented with suggested curriculum inclusions (al-Ṭayyib Aḥmad, 1998).

Goal 1: No Poverty:

Poverty eradication is among humanity’s greatest challenges. Although the number of people living in extreme poverty fell by more than half—from 1.9 billion in 1990 to 836 million in 2015—large numbers still struggle to secure basic life needs, living on no more than USD 1.25 per day and lacking access to clean drinking water and safe sanitation (UNESCO, 2014, 2015). Curricula can be reoriented to include:

- The importance of sustaining natural resources and protecting them from degradation, pollution, and depletion.
- The importance of conserving vegetation cover and wildlife.
- Mobilizing youth and communities to increase agricultural productivity.
- The role of social solidarity and charitable giving in combating poverty.
- The role of zakat and charitable institutions in alleviating poverty.

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Goal 2: Zero Hunger:

Hunger and malnutrition are among the most serious threats to development in many countries. Climate change exacerbates the problem in some regions—particularly the African Sahel—through rangeland and farmland degradation caused by drought (Hayati, 2011–2012). Curricula can include:

- The concept of food security: boosting agricultural productivity and safe storage of grains and crops.
- Encouraging investment that increases food production (e.g., fish farming, livestock husbandry).
- Using modern agricultural technologies.
- The role of Islamic legislation in combating hunger and ensuring food security.

Goal 3: Good Health and Well-Being:

Since the late 20th century, significant efforts have reduced child mortality, improved maternal health, and combated malaria, HIV/AIDS, and other diseases (UNESCO, 2015). Nevertheless, HIV/AIDS remains a leading cause of death in many countries, especially where religious/ethical deterrents are weak and health services are inadequate. Curricula can include:

- Concepts of improving public health and achieving well-being for all.
- Risks of epidemics and infectious diseases such as HIV/AIDS, malaria, and tuberculosis.
- Risks posed by hazardous chemicals and their negative impacts on water, air, and soil.
- The importance of providing preventive and curative healthcare.
- Upgrading health services and monitoring climate-related diseases.
- The role of Islamic legislation in maintaining cleanliness and public health.

Goal 4: Quality Education:

Providing inclusive, equitable, quality education and promoting lifelong learning for all is pivotal to sustainable development. Quality, equitable education combats intolerance, improves health outcomes, and supports better employment and investment opportunities. Since 2000, notable progress has been made toward universal primary education: by 2015, net enrollment in developing countries rose to 91%, and the number of out-of-school children was halved. Still, 57 million children—mainly in conflict-affected regions—remain out of school. Progress faces challenges in developing countries due to poverty, armed conflict, and political instability (UNESCO, 2014, 2015). Target outcomes by 2030 include:

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- Improving the quality of pre-primary, primary, lower-secondary, and upper-secondary education.
- Enhancing the school environment to ensure equitable, quality learning for all.
- Increasing the number of technical and vocational personnel and creating decent jobs for them.
- Advancing teacher training with emphasis on learners' acquisition of knowledge and skills that support the SDGs, including a culture of peace, citizenship rights, and rejection of violence and bigotry.

Accordingly, curricula can be reoriented to include:

- The importance of acquiring knowledge and skills necessary for success in life.
- Promoting a culture of peace and citizenship rights and rejecting violence and sectarianism to create an enabling environment for sustainable development.
- The importance of early childhood care and instilling virtuous values in young learners.
- The value of knowledge, scholars, and the pursuit of learning in Islam.

Goal 5: Gender Equality:

This goal seeks to achieve gender balance. Curricula can include:

- Ensuring gender equality in access to education, healthcare, decent work, and political/economic representation.
- Gender equality in Islam, supported by Qur'anic verses and Prophetic traditions. God says: "Whoever does righteousness, whether male or female, while he is a believer—We will surely cause him to live a good life, and We will surely give them their reward [in the Hereafter] according to the best of what they used to do." (al-Nahl 16:97). 'Ā'ishah (may God be pleased with her) narrated that the Prophet ﷺ said: "Women are the twins (counterparts) of men. Only an honorable man honors them, and only a vile man humiliates them." (reported by Abū Dāwūd and al-Tirmidhī).

Goal 6: Clean Water and Sanitation:

Water scarcity affects over 40% of the world's population and is expected to rise with global warming. As of 2011, 41 countries faced water shortages (UNESCO, 2014, 2015). Curricula can include:

- Protecting aquatic ecosystems from pollution and overuse.
- Increasing water-use efficiency in agriculture, industry, and urban development.
- Employing modern techniques for water harvesting and crop irrigation.

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- The importance of using safe, clean water.
- Avoiding wastefulness in water use.
- Investing in environmental sanitation.
- The role of Islamic legislation in safeguarding water resources from pollution.

Goal 7: Affordable and Clean Energy:

Between 1990 and 2000, about 1.7 billion more people gained access to electricity (UNESCO, 2014, 2015). With population growth, demand for alternative energy (solar, wind) is expected to increase. Curricula can include:

- Sustaining resources linked to the energy sector.
- Using alternative energy sources—solar and wind—for lighting and powering devices.
- Encouraging hydrological and bioenergy use and promoting energy conservation.
- Promoting more fuel-efficient vehicles.
- Islam’s perspective on conserving energy resources.

Goal 8: Decent Work and Economic Growth:

The world is witnessing declining economic growth and a shortage of jobs sufficient to absorb the expanding labor force. According to the ILO, the number of unemployed in 2015 exceeded 204 million globally (UNESCO, 2015). Curricula can include:

- Fostering sustainable economic growth and providing employment opportunities for all.
- Applying modern technologies to increase agricultural and livestock productivity.
- Encouraging productive projects in agriculture and industry to create decent jobs for youth and reduce outward migration for marginal work that fails to meet basic needs.
- The importance of work in Islam. The Prophet ﷺ said: “No one ever ate food better than that earned by his own hands, and the Prophet of God, Dāwūd (David), used to eat from what he earned with his own hands.”

Goal 9: Industry, Innovation, and Infrastructure:

Investments in industry, infrastructure, and innovation are critical for economic growth and development. Bridging the digital divide—especially in developing countries—is essential to equitable access to information and knowledge, and to stimulating innovation and entrepreneurship. Curricula can include (UNESCO, 2015):

- The importance of sustainable investment in industry and in building modern infrastructure.
- Cultivating a spirit of creativity and innovation as core drivers of growth and development.

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- Promoting waste recycling and producing more energy-efficient electrical equipment.
- Locating industrial facilities away from population centers with attention to prevailing wind directions.
- Controlling gas emissions by converting toxic pollutants into non-toxic compounds (e.g., through oxidation) before release.
- Requiring factories to allocate a portion of profits to environmental sanitation measures to maintain environmental quality.

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Goal 10: Reduce Inequality Within and Among Countries:

Evidence indicates a rising trend in income inequality: about the richest 10% of the world's population earn up to 40% of total global income, while the poorest 10% receive only about 2–7% (UNESCO, 2015). This calls for embedding in curricula the value of justice in the distribution of power and wealth and equality in rights and duties.

Goal 11: Sustainable Cities and Communities:

Today, half of the world's population lives in urban areas, and this share is expected to grow to two-thirds by 2050—an increase of about 6.5 billion people (UNESCO, 2015). Rapid urban growth in many developing countries has led to overcrowding and heavy pressure on limited services, especially water and electricity supply, housing, transportation, and healthcare. To make our urban centers safer and more sustainable, major changes are needed in how cities are built and managed. Curricula should therefore include:

- The importance of balancing rural and urban environments.
- Providing rural areas with means of production to increase agricultural and livestock output.
- Extending rural access to health services, water, and electricity.
- Sound development planning and adoption of modern construction methods.
- Expanding green spaces through parks and street tree-planting to purify air from dust and moderate climate.
- Sustaining resources related to land, forests, energy, and minerals.
- Strengthening faith-based values that foster a sense of security. “Let them worship the Lord of this House, who has fed them against hunger and secured them from fear.” (Sūrat Quraysh 106:3–4)

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Goal 12: Responsible Consumption and Production:

Prudent use and effective management of resources protect them from degradation, pollution, and depletion, thereby ensuring the sustainability of their yield. Recycling is a key human activity for rationalizing consumption and sustaining resources (Hayati, 2011–2012). Curricula should stress:

- The importance of rational resource use to ensure sustainable consumption.
- The role of Islamic legislation in safeguarding energy resources from deterioration and loss. The Prophet ﷺ said (in the two Ṣaḥīḥs): “Ibrāhīm declared Makkah a sanctuary, and I declare Madinah a sanctuary between its two lava fields; its trees are not to be cut and its game is not to be hunted.”

Goal 13: Climate Action:

Since the mid-20th century, Earth’s climate has undergone noticeable changes due to rising temperatures. Manifestations include reduced rainfall in the African Sahel, accelerated Arctic ice melt, and rising sea levels that inundate low-lying islands and coastal margins, in addition to recurrent floods and cyclones in certain regions (Hayati, 2012). Curricula should include methods to mitigate and adapt to the negative impacts of climate change.

Goal 14: Life below Water — Conservation of Aquatic Ecosystems:

Protecting aquatic environments—rivers, seas, and oceans—from organic and chemical pollution preserves aquatic plant and animal life and sustains their benefits for present and future generations. Aquatic ecosystems also absorb substantial amounts of CO₂ released into the atmosphere from fuel combustion (Hayati, 1998, 2011, 2012). Curricula should emphasize protecting water resources from pollution and overuse.

Goal 15: Life on Land — Conservation of Terrestrial Ecosystems:

Plant life supplies a large share of human food, which requires protecting terrestrial ecosystems through sustainable use of rangelands, forests, and farmland; combating desertification; and preserving biodiversity (Hayati, 2012). Curricula should include:

- The importance of protecting terrestrial ecosystems from degradation and depletion.
- Raising agricultural productivity and encouraging biofuel production.
- The role of remote sensing in monitoring changes in vegetation cover and informing appropriate interventions.

Goal 16: Peace, Justice, and Strong Institutions:

Embedding values of justice, peace, tolerance, and building strong, effective institutions has a

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Goal 17: Partnerships for the Goals:

Achieving the SDGs requires forging partnerships at the local, regional, and global levels to address humanitarian crises arising from political conflict and to mitigate the effects of natural disasters (UNESCO, 2014, 2015). Curricula should underscore the importance of cooperation across all levels to realize security, peace, and the broader objectives of sustainable development.

Achieving the concepts of sustainable development requires diversifying teaching methods, as noted earlier, in ways that enhance students' opportunities for cultural growth and develop their capacity for learning and critical thinking. Meeting the educational needs of all students in the classroom constitutes a form of social justice that realizes sustainability in its comprehensive sense. It is worth noting that, for many years, the education community did not connect educational technology with social justice. Ensuring social justice in how knowledge is delivered to students reduces dropout— a phenomenon that limits students' functional and economic potential—thereby undermining sustainability in its broadest meaning. Moreover, curricula should, as far as possible, be linked to the learner's environment and local culture, especially in the early years of schooling. To firmly embed the concepts of sustainable development in students' minds, teaching approaches should encourage students to ask questions, analyze, think critically, and make decisions (UNESCO, 2014, 2015).

The Role of ICT and the Media in Achieving Sustainable Development:

Knowledge and information are essential elements for the success of sustainable development. This requires effectively conveying such knowledge and information through media channels (radio, television, and the internet) to target groups in industry, agriculture, animal production, and other sectors, so that they yield the intended benefits for community development. In addition, information and communication technology can be used to strengthen capacity-building efforts aimed at achieving SDG-driven, knowledge-based economic development—since capacity building is a key means of boosting economic growth and creating new jobs (UNESCO, 2014, 2015).

Recommendations

- Redirect curricula by integrating the concept of sustainability into education programs (academic, vocational/technical, and in-service training), enabling learners to acquire the knowledge, skills, values, and attitudes needed to achieve the SDGs. This requires the National Curriculum Center to hold specialized workshops on the matter.
- Activate the role of faculties of education in reorienting teacher-preparation curricula for **general education so they serve the SDGs:**
- Enrich curricula with the role of Islam in laying down the rules and principles that regulate the human–environment relationship, ensuring environmental protection and the **sustainability of resources:**
- Embed sustainability principles into public policy, which necessitates taking economic, social, and environmental considerations into account when formulating sectorial plans.
- Empower and mobilize youth so they can perform their role in sustaining resources.
- Activate the role of local communities and civil society organizations in implementing sustainable development programs.
- Use ICT to enhance capacity building aimed at achieving knowledge-based, sustainability-oriented development.
- Use media channels to convey sustainability-related knowledge and information to target groups in industry, agriculture, animal production, and other sectors so they can yield the intended benefits for community development.

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فاعلية السياسات التعليمية في تحقيق أهداف التنمية المستدامة في السودان

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الملخص:

تهدف هذه الورقة إلى التعرف فاعلية السياسات التعليمية في تحقيق أهداف التنمية المستدامة في السودان التي تلبي احتياجات الأجيال الحاضرة دون المساس بتلبية احتياجات الأجيال المقبلة. استخدم الباحث المنهج الوصفي التحليلي في إجراء الدراسة وجمع المعلومات. أشارت الورقة إلى اهتمام منظمة الأمم المتحدة بدور التعليم في تحقيق أهداف التنمية المستدامة وذلك عبر عقدها لمؤتمر التعليم من أجل التنمية المستدامة باليابان خلال الفترة من ١٠-١٢ نوفمبر ٢٠١٤م. كما أشارت الورقة لقمة الأمم المتحدة للتنمية المستدامة التي انعقدت في مقر الأمم المتحدة بنيويورك في ٢٥ سبتمبر ٢٠١٥م وتبلغ أهداف التنمية المستدامة (SDGs) سبعة عشر هدفا. ترمي هذه الأهداف في مجملها لتحسين جودة الحياة للجميع بحلول عام ٢٠٣٠م. أوضحت الورقة أن تحقيق أهداف التنمية المستدامة يتطلب ان تشمل خطط وبرامج التعليم المتطورة رؤية واضحة المعالم في نظام التعليم الذي يؤدي لتغيير في الأنماط السلوكية للمتعلمين ويمكنهم من إيجاد فرص عملية من أجل تحقيق أهداف التنمية المستدامة للمجتمع (الأكاديمية والفنية والتقنية وبرامج التدريب المهنية).

الكلمات المفتاحية :

فاعلية، السياسات التعليمية، أهداف، التنمية المستدامة.