**Current Situation of ICT Policy in Sudanese Education**

Alnuaman A. Alamin¹, Zhao Jianhua¹ & Guo Shaoqing²

College of Information Technology in Education, South China Normal University.
College of Educational Technology, Northwest Normal University- China.
E-mail: nuoman63@gmail.com

**ABSTRACT:**

The purpose of this study is to describe the current situation of Information Communication Technology (ICT) policy in Sudanese general education; the study used qualitative research method in education. According to the reports of Federal Ministry of General Education (FMoGE) there is no integrated vision toward ICT in Sudanese general education. Based on some rigorous standards this study selected formal educational technology policies promulgated by China’s, USA’s & UK’s governments in the period (1996-2012). This study found there are some common factors to describe or assess educational technology from macro policy perspective in a country, i.e. educational technology standards; ICT in education infrastructure, ICT supported teaching and management, and educational digital resources. The study concluded its own common factors based on the selected countries experiences. Finally the study provided initial description to the current situation of ICT in education in Sudanese general education based on these factors, recommended that Sudanese policy makers and educational planners could use these factors as references to describe or assess educational technology macro policy, and they can conduct some strict research projects to assess educational technology situation in Sudan in order to develop first Sudanese educational technology plan.