

Omar Haroon Al-Khaleefa: A Sudanese Scientist in the Fields of Creativity, Intelligence, Giftedness, & Educational Psychology - a Biographical and Bibliographic Study in the Period (1987-2019)

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This study aimed to introduce the Sudanese psychologist, Professor Omar Haroon Al-Khaleefa, through monitoring of his biography, as well as a bibliographic work of his scientific and intellectual contributions in the field of educational psychology for the period 1987-2019. The investigation revealed that his scientific, intellectual, counseling and training contributions were varied. The study established Professor Omar Haroon Al-Khaleefa as a distinguished scientist with 157 scientific and intellectual publications: the MA thesis, the Ph. D dissertation, 9 books, 1 edited chapter, 97 articles in Arabic journals, 47 articles in English journals, 1 article in a French journal. These articles were published in 59 journals: 15 in international journals, 34 in regional journals and 10 in local journals. He supervised 42 Ph. D dissertations and 31 MA theses. Furthermore, he participated in 43 conferences in more than 20 countries. He was the main speaker and a prominent member in the organizing committees of some of those conferences. He even chaired some of those conferences.

Key words: *Omar Haroon Al-Khaleefa, biography, bibliography, psychologists, scientific production, psychology specialists, Sudanese scientists.*



Introduction

Writing about scientists is a genre of research writing that dates back to several centuries. Works written within this genre of scientific writing is called biography. Biographies constitute a category of human sciences and are called biography. Biographies are concerned with the life of prominent individuals and their achievements. Intellectual literature abounds with this genre of writing, especially the Islamic Arabic heritage. What makes biographies significant is that they shed light on scientists and their achievements. They introduce prominent scientists and thinkers to emergent researchers to benefit from them. Furthermore, writing about individuals with great contributions pays tribute to them.

The authors of the present study see that nations have always been indebted to scientists, pioneer and thinkers for their unforgettable scientific, intellectual and literary contributions that have had positive reflections on human societies. They, therefore, deserve to be commemorated and be paid the due tribute. In this respect, researchers are required to introduce people with great contributions to the public and shed light on their scientific and intellectual production.

This study is about one of the most prominent psychologists in the Arab world, Professor Omar Haroon Al-Khaleefa. Psychological settings knew him as a creative researcher, educator, thinker, theorist, interviewer, debater, trainer, critic, analyzer, and historian. The authors of this research aim to shed light on the life of Professor Omar Haroon Al-Khaleefa (thereafter Professor Al-Khaleefa) and document his significant contributions especially that he disappeared several years ago. The authors seek to direct attention to his disappearance and pay him tribute for his great efforts in developing psychology in Sudan, the Arab world and the entire world.

Method

To perform the bibliographic analysis, the authors obtained information about Professor Al-Khaleefa from the autobiography that he himself wrote and published on some official sites (Al-Khaleefa, 2020a, 2020b, 2020c). Data was also collected from his relatives and colleagues. The primary sources of data about his scientific production included Arabic databases and English databases. Arabic databases included Dar Almandumah, e-Marefa, Al-Manhal, Shamaa, Arab Catalog, and King Fahd National Library. English databases included Web of Science, Scopus, Research Gate, Google Scholar, and Google. The authors also accessed cites of journals where his articles were published.

The theses and dissertations that he supervised were obtained from the libraries of the following universities: Khartoum University, Neelain University, Sudan Academy of Sciences, Omdurman Islamic University, Kordofan University, Bahrain University, the American University in London, Alzaiem Alazhari University, Sudan University of Sciences

and Technology, National Ribat University, and finally the theses database of Dar Almandumah.

Study Delimitations

The study covered some aspects of Professor Omar Haroon Al-Khaleefa life, e.g., his birthdate, study, family, university life, professors, occupational development, research partners, students, status in the Sudanese psychological community, and the case of his disappearance. As to the bibliographic aspect, the study is limited to the documentation of his publications: books, edited chapters, journal articles, MA thesis, Ph.D dissertation and the theses he supervised. Also we mention a numerical reference to his contributions to scientific conferences. The study will not cover his radio and television speeches, newspaper essays. Scientific reports, lectures, and audio and visual recordings. The authors hope that they or another research team can tackle the aspects uncovered here in further studies.

As to time coverage, the study covered the Professor' contributions throughout three decades from 1987, the year when his MA thesis came into existence, to 2019, the year when his last work had been published before his disappearance in 2012. A question can be raised here about the presence of publications after his disappearance. The answer is that those publications had been sent to journals before he disappeared. Or they can be his students' who desired to pay him tribute out of moral motives by including his name on their articles especially that those articles are taken from theses that he supervised, or that they are projects he shared with his students and were completed after his disappearance. The same applies to theses and dissertations that he supervised with other co-supervisors and came to being after his disappearance.

The Organization of the Bibliography

The bibliography is organized based on the type of contributions as follows:

- Books (authored and edited chapters).
- Articles in journals (in Arabic and in other languages)
- His MA thesis and Ph.D. dissertation
- The theses and dissertations he supervised

The books authored by Al-Khaleefa had several editions and were published in more than one country with different dates. To identify the real number of his books, only first editions were considered.

Contributions were included under the previously mentioned categories based on the date of publication, beginning with the newest and ending with the oldest. Where possible links



where publications can be accessed were provided. When links were not available, other links publishing contributions were provided like Research Gate.

Since Professor Al-Khaleefa has been a prominent figure in his field, his disappearance stirred his colleagues and students to write about him. Therefore, the study would close with documentation of what his colleagues and students wrote about him and his disappearance.

Previous Studies

No studies were conducted about Professor Al-Khaleefa or about his scientific production in spite of his scientific status and value and the great impact of production in psychology in Sudan and the Arab world as a whole. To be objective, there are limited writings about him in the form of comments on his articles, overviews on his books and reflections on his mysterious disappearance. These writings are far from being comprehensive to give a clear and comprehensive view of such a prominent scientist and his production. However, a list containing these writings is offered at the end of the study. The authors noticed a dearth of biographical and bibliographic studies of the scientific production of Arab and Sudanese psychologists. Only two of such biographic studies were found. These were conducted by Professor Al-Khaleefa himself about his two of his professors Malik Badri and Alzobair Bashir Taha. The former was titled *Malik Badri: The pioneer of indigenizing psychology in the Arab world*. The latter had the title *Alzobair Bashir Taha: The pioneer of anatomizing psychological texts in the Islamic Arabic heritage*. With this dearth of biographical and bibliographic studies, the present study attempted to provide a biographical and bibliographic study of Professor Al-Khaleefa and his scientific production.

The First Section: The Bibliographic study of Professor Al-Khaleefa

First: The Biodata of Al-Khaleefa

(a) His Birth, Study and Family

Professor Al-Khaleefa was born in the city of Ar-Rahd in the north of Kordofan in Sudan in 1962. His family belongs to the tribe of Al-Jawamaah. It is one of the Sudanese largest tribes in Kordofan in the West of Sudan. He had five brothers and five sisters and was the third among brothers and the second among sisters. He finished his elementary stage at Abo-Saad Elementary School (1986-1974), intermediate stage at Ar-Rahd Public School (1974-1077), and secondary stage at Khor Taqqat School (1977-1980). Then, he got the Bachelor of Arts degree in psychology with first honors from Khartoum University in 1985. He was one of only three students to achieve that rank throughout the history the psychology department since inaugurated in Khartoum University. After that, he got the Master Degree in Psychology in psychological measurement from the same university in 1987 when he was 25.



He published his first article in an international journal when he was 29. He then got his Ph.D. Degree in psychology from Newcastle Upon Tyne University in the UK when he was 33. On the fifth of October 1992 when he was 30, he got married to Ikhlas Hassan Ashria, the associate professor in the psychology department, College of Education, Khartoum University. They have two daughters, a physician and civil engineer (Karmal, & Qabas), and a son (Gais), a senior student in the Engineering Faculty at Khartoum University.

(b) His University Life and Professors

Professor Al-Khaleefa was admitted to the psychology department at the College of Arts at Khartoum University in 1980. He was among the fourth cohort to join this department that has a glorious history. His colleagues assert that his excellence began in the third year and the fourth year where he got A and A+ in the study courses. In the fifth year he the bachelor with first honors. He was one of three graduates to achieve that rank throughout the history the psychology department since inaugurated in Khartoum University. Even though his colleagues mention that his excellence began in the third year at the university, the authors believe that it had begun before he joined the secondary school. What indicates this is that Al-Khaleefa was admitted to Khor Taqqat secondary school, one of three national Sudanese secondary schools at that time that admitted only distinguished students. He culminated his excellence by joining Khartoum University. What caused his excellence to delay to the third year is that his cohort studied according to the old system (the system that existed before the credit hours system). According to the old system, students studied obligatory general courses in the first year (in Arabic and English) in addition to two elective courses. In the second year, students chose their major. At that point Professor Al-Khaleefa chose psychology as his only major. From that time on, his excellence began to be evident, as psychology has been his favorite since he was in the secondary school. At that time, he read a book on psychology that impressed him and made him inclined to make for psychology in his future career. High cognitive aptitude and motivation led to the emergence of his excellence from the third year of his university study thereafter. His colleagues assert that he was diligent and committed and that spent long times in the library.

Al-Khaleefa studied psychology at Khartoum University at the hands of an elite of psychology professors at that time. These professors were: Malek Badri, Alzobair Bashir Taha, William Richard Miller (From Britain), Amir Taha, Paul Johnson (from Wales, Britain), Jean Mosley (Coptic Sudanese), Shams Eddin Zain Al-Abidine, Yousuf Hassan Yousuf, Patrick Slattery (An American Visiting Professor), and the lab technician Al-Amin Yousuf. During his university study, he patronized by Professor Shams Eddin Zain Al-Abidine who was the supervisor of Al-Khaleefa's graduation project in the fifth year. H was also patronized by Professor Alzobair Bashir Taha who supervised Al-Khaleefa's MA thesis. Those two great professors saw in him a prospective scientist who deserved to be patronized. This came true and the mentorship of the two great professors proved that mentoring gifted students is a very effective strategy. In the Ph.D stage at Newcastle Upon Tyne University, he



was taught by Professor Max Hammlton and Professor George Erdos who supervised his Ph.D dissertation. Professor George Erdos was specialized in cognitive psychology, differential psychology and applied psychology.

(c) His occupational Development

Al-Khaleefa worked as teaching assistant at the psychology department, college of arts, Khartoum University from 1986 to 1990 and was then delegated to Britain in 1990 to obtain the Ph.D degree. After obtaining the Ph.D degree, he worked as an assistant professor at the psychology department, College of Education, Bahrain University from 1996 to 2002. He then went back to Khartoum University where he got the professorship degree in 2011 when he was 49. He worked as a professor researcher at the Institute of Economic and Social Research, the Ministry of Science and Technology from 2003 to 2006. In 2005, he worked as a visiting professor at the College of Environmental and Human Studies at Kyoto, Japan. There, he and the Japanese scientist Sugiman Taisho provided programs and proposals in applied psychology.

(d) His Research Partners

The first publication of Al-Khaleefa was an article with Professor Alzobair Bashir Taha, then with his professor George Erdos. He published several articles with his wife Dr. Ikhlas Ashria. He also published several articles with his students.

The Sudanese researchers who co-authored research papers with Al-Khaleefa included professors Mostafa Abdullallah Saleh, Khalid Al-Kordi, Bodor Al-shiekh, Roqayah Badr, Intisar Abo-Najemah, Mohammed Al-Amin Al-Khatib, Mohaid Mohammad Almotakel, Fadlalmaola Abdel radi, Mohammed Bisharah, and Ibrahim Kamel. Arab co-authors of Al-Khaleefa included Dr. Mostafa Ashawi, Batoul Khaleefa, Faisal Al-Gharabiyah, Ma'n Abdulbari, Solyman Ahmed, Mohammed Al-Biali, Mhamoud Bo Sinah, Jilani Bo Hamamah, Huda Hilal, and Mohammed Al-Mutawaa. His international co-authors included Richard Lynn, David PIFFER, Paul Irwing, Frank Eyetsemitan, James Gire, Monty Satiardama, Yngve Hofvander and Per Olcen.

(e) His Students

Thousands of Sudanese and Bahraini students were directly taught by Al-Khaleefa. He supervised MA and Ph.D students from Saudi Arabia and Libya. A large number of students learned a lot for Al-Khaleefa through his books and articles. He also taught some courses at Newcastle Upon Tyne University after getting his Ph.D there. A total number of 62 took their MA and Ph.D degrees under his supervision. From those students he formed his famous scientific group named *the Simbir Research Group*, the first group of its type to lead

psychological research in Sudan. The first member graduated from the group in 2005 and the last in 2016. Two of the members got the professorship degree, seven got the associate professorship degree and 31 got the assistant professorship degree. They are now working in Sudanese and Gulf universities and research centers. Members of the scientific group asserted that he did his best to mentor them scientifically and humanely. They reported that he provided them a large number of opportunities of development and scientific excellence. His scientific group also encompassed some of friends and individuals who loved him and believed in the idea of the group and indulged in it effectively.

(f) His Status in the Sudanese Psychological Community

The name of Professor Al-Khaleefa came to the front in the Sudanese psychology community after he standardized (WAIS) Wechsler Revised Adult Intelligence Scale in 1987. It was unprecedented step in Sudan. It was the first standardization of an individual intelligence scale in Sudan. The standardized scale was then used extensively in educational and clinical settings. He also founded, with a group of interested people, the Sudanese Association for the Gifted in 1989.

In 1991, he published his first article in an international journal indexed in Web of Science journal when he was 29 with an elite of international researchers. From that time on, his publications in articles continued with a high rate. In 2011, a year before his disappearance, his H-Index reached five and seven points in Scopus and Google Scholar respectively. These points have not been attained by other Sudanese researchers in Psychology up to now. Al-Khaleefa made many discoveries in psychology and got many local, regional and international awards. He is the first Sudanese scientist in terms of obtained regional awards. These discoveries and awards are explained in coming sections in this text.

After returning to Sudan from Bahrain in 2002, he enthusiastically started his ambitious project to indigenize psychology in Sudan. He managed through *the Simbir Research Group* to present 100 initiatives to renew psychology in Sudan. These initiatives were grouped in 10 categories: (1) indigenization of psychology, (2) teaching bachelor students and graduation projects in psychology, (3) training higher studies students, (4) cross-cultural comparative studies in psychological research, (5) the provision of psychological technology and disseminating psychological knowledge, (6) the UCMAS and mental calculation program, (7) psychological discoveries and the introduction of new branches in psychology, (8) research projects and scientific publication, (9) initiatives and international participations, and (10) the contribution of psychological research to shaping national policies. Moreover, he was the one who advocated for the inspiring idea of establishing gifted schools in Sudan in 2004, as well as many other projects.

In his MA thesis (Kardman,2003) grouped the contribution of some Sudanese researchers in psychology from Khartoum school. He described contributions in the light of four stages:

pioneers, the first generation of psychiatrists, the middle generation/Professor Malik Badri, and the third generation/Professor Alzobair Bashir Taha and his students. the authors believe that efforts of developing research in psychology in Sudan can be categorized in the following generations and stages:

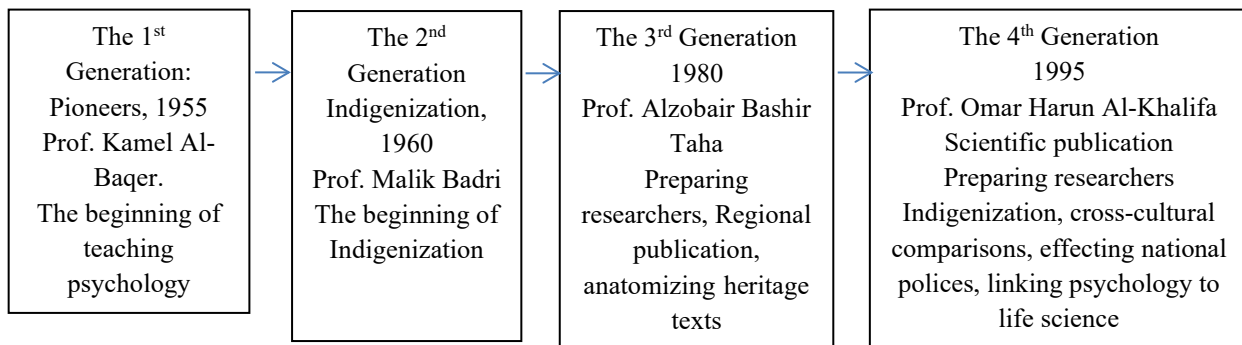


Figure 1. Generations, pioneers and stages of development of psychology in Sudan

(g) His Tragic Disappearance

Friday 14/9/2012 was a very sad day for Al-Khaleefa' family, tribe, students, friends, admirers and Assafi'yah District where he resided. It was even a sad day for all the Sudanese. At 3 pm that day, Al-Khaleefa went out from his house in his sporting costume as he used to do on the weekend to practice walking, his favorite sports, on the Shambat Bridge aisle on the Nile. Then, he disappeared and was never back home. People received his disappearance news with great sorrow for his great scientific value.

His elder brother reported and Assafi'yah police station (the report number is 389/2012). The report was referred to Bahri prosecution and was later referred to Criminal Investigation Administration in the ministry of Interior. Even though several committees were nominated to investigate the case, investigations revealed nothing about the disappeared Professor. His family saw that search procedures by security authorities were not effective. They alleged that official authorities did not give the case the due attention and they have been doubtful about the reasons and the parties behind his disappearance. They contended that it was forced disappearance, especially that the investigation file was lost in the Criminal Investigation Administration. This in their point of view hinted to the presence of a hidden party behind his disappearance.

Unfortunately, all reactions to the disappearance of such a prominent scientist were limited to a few articles in the newspapers and forums and some declarations from security agencies. His close Tunisian friend Dr. Jamal Attourki, psychiatrist and president of the Arab Psychological Sciences Network "ArabPsyNet", held that his disappearance was not given the due attention from all including Sudanese, Arab and international psychological associations, his colleague professors of psychology in Sudanese and Arab universities, the

students whom he mentored, and the security agencies whose investigations were not serious and effective enough.

We are now in the eighth anniversary of his disappearance and nothing is so far known about him. People still have unanswered questions and still give uncertain scenarios about his disappearance. His family, tribe, students and colleagues from Arab universities still call for serious investigations to uncover the mystery of his disappearance. These calls will continue until the mysteries of this tragedy are uncovered (Bakhiet & Bakhit, 2020).

Second: Research Projects he Supervised and his Discoveries

Professor Al-Khaleefa led several research projects throughout his academic career. These include, among others:

- Beginning from 2011, he led the project of indigenizing scientific measurement, scientometry (funded by Khartoum University).
- Beginning from 2007, he led the project of mapping mental abilities: Towards a national atlas of intelligence.
- Beginning from 2006, he led the project of assessing the effectiveness of the UCMAS program in enhancing mental abilities.
- Beginning from 2003, he formed the *Simbir Research Group* for identifying gifted Sudanese children.
- Beginning from 2003, he led the project of standardizing Wechsler Intelligence Scale for Children (WISC-III) in Sudan. The scale was pilot-tested on a preliminary sample of 330 Sudanese children.
- From 1996 to 2001, he led the project of standardizing Wechsler intelligence scale for adults in Bahrain. The scale was pilot-tested on a sample of 985 respondents (funded by Bahrain University).
- From 1996 to 2001, he led the project of standardizing Wechsler Intelligence Scale for Children (WISC-III) in Bahrain. The scale was pilot-tested on a sample of 1018 children (funded by Bahrain University).
- From 1986 to 1987, he was in a research team standardizing Wechsler modified intelligence scale for adults, Khartoum University. The scale was administered to 810 respondents from North Sudanese Territories.

He also made several discoveries in psychology. These include:

- In 2000, he discovered the first experiment in experimental psychology that dated back to the 11th century in the Book of Optics by Ibn Al-Haytham. Before that discovery, it was believed that the first experiment in experimental psychology was done in Germany in 1879.

- In 2003, he identified the first case of a prodigy 8-year child in outer space, while prodigy children in western countries were in the fields of music, painting, math, mechanics, chess and writing.
- In 2005, he identified the first case of a prodigy 4-year child in geographic information systems, while the first prodigy child in designing maps was in Germany in the thirties of the past century.

Third: Membership in Scientific Councils, Societies and Associations

(a) Membership in Scientific Councils and Societies

- Member of Khartoum University council (2011).
- Member of the Scientific Research Coordination in the Institute of African and Asian Studies (2012).
- A founding member of the Psychology and Education Group in the International Union of psychological Sciences (2010).
- Member of the National Board Strategic Planning, Sudan (2007-2010)
- Reporter of the National Board for Gifted and Talented (2006-2008).
- Member of the Educational Studies Committee, Ministry of Higher Education and Scientific Research (2005).
- Delegate of the Sudanese Psychological Society to the International Union of psychological Sciences (2004-2006).
- The Sudanese Delegate to the International Council of Gifted Children (2002-2009).
- Head and Founder of the Simbir Research Group (2002).
- Delegate of Bahrain to International Union of psychological Sciences, USA (1998-2002).
- General Secretary of the Sudanese Psychological Society, Sudan (2002-2006).
- Member of the International Association for Cross-Cultural Psychology (1998).
- The Regional Delegate of North Africa and Middle East to the International Association for Cross-Cultural Psychology (1998-2002).
- Member of the International Association for Applied Psychology (2000).
- Member of the Peace Psychology Society in the American Psychological Association (2002).

- An International Member in the American Psychological Association (1996).
- Member of the Executive Committee of Higher Psychological Studies, Britain (1993-1994).
- Founder and Head of the Sudanese Association for Gifted and Talented (1990).
- Member of the European Council for High Abilities, Germany (1996-1999).
- Member of the Arab Council for the Gifted and Talented, Jordan (1996-2008).
- Member of the International Council of Psychologists, USA (1995-1999).
- Member of the International Sociology Association (1995-1999).



- Member of the British Society for Middle East Studies, Britain (1994-1995).
- Member of the African Royal Society, Britain (1994-1995).
- Member of Higher Studies in the British Psychological Association, Britain (1991-1994).
- Member of the Sudanese Studies Association, USA (1992-1995).
- Member of the Sudanese Studies Association, UK (1991-1995).

(b) Membership in Journal Editorial Boards

- Journal of Faculty of Arts, Sudan (2011).
- The Arab Journal for Talent Development, Yemen (2010).
- The Psychological Studies Journal, Algeria (2010).
- Afkar and Affak Journal, Algeria (2010).
- Arab Journal of Contemporary Psychology, Egypt (2005).
- Arabpsynet eJournal, Tunisia (2005).
- Journal of Psychology in Africa, South Africa (2004-2006).
- Journal of Human Sciences, Bahrain (1998-2002).
- Journal of Psychology, Egypt (1998-2002).

Fourth: Scientific Reviewing

(a) Reviewing in Scientific Journals

- Journal of Nile Basin Studies, Sudan.
- Khartoum Journal of Administrative Studies, Sudan.
- Al-Gezira Journal of Educational Sciences and Humanities, Sudan.
- Journal of Higher Education and Scientific Research, Sudan.
- Journal of Alneelain Faculty of Arts, Sudan.
- Journal of the Faculty of Education, Khartoum University.
- Journal of the Open University, Sudan.
- Journal of Human Sciences, Bahrain.
- Journal of Psychological Studies, Algeria.
- Scientific Publication Council, Gezira University, Sudan.
- Scientific Publication Council, Kuwait University, Kuwait.
- Gifted and Talented International.

(b) Reviewing Promotion Files of Staff Members

Professor Al-Khaleefa reviewed the promotion files of staff members to associate professorship and professorship in local and Arab higher education institutes:

- Omdurman Islamic University, Sudan.
- Sultan Qaboos University, Oman.
- Alneelain University, Sudan.

- Aden University, Yemen.
- Gezira University, Sudan.
- Ahfad University, Sudan

Fifth: Work in Technical Committees and Training Activities

- In 2011: Reporter of the committee of implementing the final report recommendations of the reality of individuals with special needs, Sudan.
- September, 2010: Participant in the workshop of mental calculation and ABACUS in the Medical School, Weifang, China.
- July, 2010: presenter of the main article in the workshop about children with special learning needs that was organized by UNISCO in cooperation with the Sudanese Ministry of Education, Khartoum.
- March, 2010: Head of the national committee for organizing the third national competition in mental calculation where 800 children participated to solve 150 arithmetic problems within eight minutes. The competition was organized in Khartoum International Fair.
- May, 2009: Head of the national committee for organizing the third national competition in mental calculation where 800 children participated to solve 150 arithmetic problems within eight minutes. The competition was organized in Khartoum International Fair.
- February, 2009: Head of the organizing committee of the Sudanese Psychological Book Fair and Instructional Poster in the 2nd International Conference of the International Association of Muslim Psychologists in Sharjah.
- February, 2008: Leader of the UCMAS team of 35 children (from 6 to 12 years) participating in the international competitions in mental calculation, Malaysia.
- April, 2008: Head of the national committee for organizing the first national competition in mental calculation where 1000 children participated to solve 100 arithmetic problems within 10 minutes. The competition was organized in Khartoum International Fair.
- August, 2005: Head of the organizing committee of the 2nd Sudanese Psychological Society Conference, Khartoum, Sudan.
- May, 2005: Effective participation in training gifted school teachers, Ministry of Education, Sudan.
- December, 2003: Member of the scientific committee of the Regional Conference on Psychology in North Africa and Middle East, Dubai.
- August, 2003: Head of the organizing committee of the 1st Conference of the Sudanese Psychological Society, Sudan.
- April, 2003: Organizing the first training workshop on Weschler intelligence scales at Ahfad University, Omdurman, Sudan.

- July, 2000: Participating in a workshop on translation and adaptation of psychological tests across cultures, Stockholm, Sweden.
- March, 2000: Participating in a workshop on new thinking for the new century that was presented by the Maltese philosopher and psychologists Edward de Bono, Bahrain.
- 1998: Attending a workshop on dyslexia by the British expert Simpson, Bahrain University, Bahrain.
- 1995: Participating in the workshop of psychology departments in North England universities, Britain.

Sixth: Consultative Work

- 2010: Member of the experts committee of the CESCO in Homs symposium on the gifted.
- 2009: Consultant of the UNICEF for assessing the case of children with special learning needs, Khartoum.
- 2007: Member of the thinking repository committee in the Ministry of Interior for setting a national and citizen safety strategy.
- 2005: The scientific consultant of the UCMAS program for educational services, Khartoum, Sudan.
- 2004: Member of the advisory committee for gifted care, the Ministry of Education, Khartoum, Sudan.
- 2002-2005: Consultant of the gifted program at Khartoum institute for Special Education, Khartoum, Sudan.
- June, 2001: Presenting consultation to the International Bank in Riyadh about promoting care of gifted children in Saudi Arabia.
- March, 2000: Presenting consultation to Hamad City secondary school about low scholastic achievement, Bahrain.
- Since 1996, Presenting hundreds of individual consultations concerning the identification and care for gifted children.

Seventh: Participations in Scientific Conferences

Al-Khaleefa attended a large number of conferences. The authors could document his participation in 43 conferences: 19 international conferences, 17 regional conferences, 7 national conferences. However, the authors could not find complete bibliographic studies of these participations, as most of them were not published. The authors noted that his most participations in conferences were later published as journal articles. Adhering to scientific research rules, documentation and bibliographic control and wishing to avoid redundancy, the authors did not provide a bibliographic account of his participations in conferences. However, it is known for sure that Al-Khaleefa attended conferences in about 21 countries: USA, Canada, UK, Germany, Sweden, China, Japan, Australia, Singapore, Malaysia, Indonesia,



Turkey, Saudi Arabia, Egypt, Bahrain, Qatar, Jordan, United Arab Emirates, Sultanate of Oman and Syria. He also participated and headed many conferences in Sudan.

Eighth: Awards and Scholarships

- In 2019: The Arab Citation and Impact Factor (Arcif) Certificate for his articles written between 2012 and 2017 got, as he was categorized among the most 100 cited researchers in the Arab world. He came in the list of the most 100 cited researchers among 13,000 researchers out of 105,000 researchers with articles published between 2012 and 2017.
- In 2014: The award of the ArabPsyNet (The Arab Institute for Psychological Sciences).
- In 2011: An award for publishing in international peer-reviewed journals from Khartoum University, Sudan.
- In 2010: The award of the most distinguished researcher in psychology in the Arab world from the ArabPsyNet.
- In 1999: The award of excellence in scientific research from Bahrain University, Bahrain.
- In 1997: The psychology Award from Abdulhamid Showman Institute for young Arab researchers, Jordan.
- In 1994: The scientific article award from the International Association of Sociology, Germany.
- In 1994: The scientific article award from Oxford Academy for Higher Studies, Oxford, Britain.
- From 1994-1995: Two scholarships for research and conferences from the fund of Gordon Memorial College, London, Britain.
- In 1985: The first prize for scientific research from the Higher Council of Youth and Sports, Cairo, Egypt.
- In 1984: The first prize for scientific research from the Mobil Oil Company, Khartoum, Sudan.

The Second Section: Published Scientific and Intellectual Contributions (The Bibliographic study)

First: Books

(a) Authored Books

1. Al-Khaleefa, Omar Haroon. (2013). A nation's brain in danger (2nd Ed.), The Arab Institute for Psychological Studied, 27. 92 pages.
2. Al-Khaleefa, Omar Haroon. (2012). The predicament of psychology in higher education (1st Ed.). Amman: Debono Publisher. 600 pages.



3. Al-Khaleefa, Omar Haroon. (2011). The horizons of indigenizing psychology in the Arab world. The Arabpsynet eJournal, 2010, the Electronic Book Series of the Arabpsynet eJournal, 1. 131 pages. Available at <http://irp.iugaza.edu.ps/Portals/270/book%201/%D8%A3%D9%81%D8%A7%D9%82%20%D8%AA%D9%88%D8%B7%D9%8A%D9%86%20%D8%B9%D9%84%D9%85%20%D8%A7%D9%84%D9%86%D9%81%D8%B3%20%D9%81%D9%8A%20%D8%A7%D9%84%D8%B9%D8%A7%D9%84%D9%85%20%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A.pdf>
4. Al-Khaleefa, Omar Haroon. (2012). The UCMAS program and activation of the nation's potentials (1st Ed.). Amman: Debono Publisher. 600 pages.
5. Al-Khaleefa, Omar Haroon. (2000). Psychology and the intelligence agency (1st Ed.). Beirut: The Arab Institute for Studies. 315 pages. The second edition is available at https://www.noor-book.com/book/internal_download/8a3b953282557adf88a8df126e540bdf/2/1be20e9299aa8a04b754dcab8d9d03df
6. Al-Khaleefa, Omar Haroon. (2009). Indigenizing psychology in the Arab world. Amman: Dar El-Fekr. 486 pages.
7. Al-Khaleefa, Omar Haroon. (2008). Paranormal and gifted children in the Arab world (1st Ed.). Amman: Debono Publisher. 338 pages.
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(b) Articles Published in French Journals:

1. Khaleefa, O.; & Ashria, I. (1996). La psychotechnologie et le monde Islamique: Une tentative vers l'indigenisation. L'Islam Aujourd'hui, 14, 233-252 (Morac). Available at: http://isamveri.org/pdfdrg/D00339/1996_14/1996_14_HALIFE0H.pdf

Fourth: His MA Thesis and Ph.D Dissertation

1. Al-Khaleefa, Omar Haroon (1987). Standardization of the Wechsler adult intelligence scale - revised (WAIS) in Sudan. Un Published Master Thesis, supervised by Zubair Bashir Taha, college of Arts, University of Khartoum, Sudan.
2. Khaleefa, Omar. (1995). The effect of some cultural and social factors on creativity among Sudanese students. PhD dissertation, supervised by: George Erdos, The University of Newcastle Upon Tyne, UK.

Fifth: His Supervisory Work

(a) Ph.D Dissertations

1. Hiwiada Mokhtar Adam Mohamed. (2016). Rates and obstacles of creative scientific production among staff members at governmental universities in Kordofan provinces. Kordofan University, The second supervisor: Obaid Allah Ahmad Alhaj.
2. Hatem Abdurahman Waraq Ali. The IQ ratio of elementary school students in Doha, Qatar (Flynn -effect) from 2000 to 2010. Khartoum University. The second supervisor: Abdelbagi Dafalla.
3. Altoum Omar Ali Ahmed. (2015). The relationship between the intelligence rate and creative thinking and academic achievement of Sudanese certificate students: An applied study conducted on students at some universities in Kordofan provinces in the year 2010-2011. Kordofan University. The second supervisor: Obaid Allah Ahmed Alhaj.
4. Abdullah Housein Abdullah Hamad. (2015). Scientific creativity and its relation to the psychological and social atmosphere of some faculty members at some Sudanese universities. Alneelain University. Assistant supervisor: Anas Attayeb Mohammed.
5. Salaheldin Abdurahman Alrashid Sayed Ahmed. (2015). The psychological effects of the electromagnetic waves emitted from communication satellites on model secondary school students in the East of Nile province. Alneelain University. Other supervisors: Ali Farah Ahmed Farah & Sediq Tower Kafi.
6. Naelah Omar Mousa Awad. (2014). The intelligence rate of the International African University students coming from Sub-Saharan countries. Khartoum University. The second supervisor: Roqayah Assayed Attayeb.
7. Soheir Mohammed Ahmed Mahmoud. (2014). Mental health and its relation to some mental abilities and the socio-economic level of basic education students in Bahri province, Khartoum. Khartoum University. The second supervisor: Roqayah Assayed Attayeb.
8. Ikhlas Abbas Mohammed Salam. (2014). Examination of the academic self-concept and some psychological variables of students with high mental abilities at public school students, Khartoum. Omdurman University. The Institute of the Islamic world Research and Studies. The second supervisor: Abdeljalil Alaaqeb Almobark.
9. Ali Mousa Mohammed Ali. (2014). Discriminative auditory and visual reaction time and their relation to creative behavior and mental health of faculty of education students at the University of Bakharalruda. Alneelain University. Assistant supervisor: Alrashid Ismael Attaher Albiali.
10. Sami Abdullah Attaher Alamin. (2014). The effectiveness of the CoRT program in developing creative thinking and intelligence of high achieving second graders of the secondary school at Khartoum. The Sudan University of Sciences and Technology.

11. Nada Ezzeddin Jaafar Attayeb. (2014). Intelligence rate and its relation to malnutrition indicators in preschool students at Khartoum. Khartoum University.
12. Siham Ali Taha. (2014). The intelligence rate of accelerating students and its relation to achievement at Khartoum. Alneelain University.
13. Howaida Ser Alkhatm Abdulrahim Totto. (2013). The effect of heredity and environment in identifying intelligence rate of twins in Sudan: An applied study in Omdurman and Ambeddah. Khartoum University. The second supervisor: Roqayah Assayed Attayeb.
14. Sediq Mohammed Ahmed Yousuf. (2013). The effectiveness of Abaq program (UCMAS) on some cognitive abilities of basic education students. Alneelain University.
15. Asmaa Fath Arrahman Ahmed. (2012). Intelligence rate of basic education private school students at Haj Yousuf Strip at Khartoum. The second supervisor: Roqayah Assayed Attayeb.
16. Ali Mohammed Khalil Ali. (2012). Intelligence rate of the Sporting Science College at Khartoum University and its rate some biological and demographic variables. Khartoum University.
17. Ibrahim Abdulrahim Ibrahim Mahmoud. (2012). Intelligence rate and its relation to creativity, achievement and brain circumference among secondary school students at Khartoum. Khartoum University.
18. Esheikh Elgaili Esheikh Elamin. (2012). The effectiveness of a training program based on CoRT in developing intelligence and creative thinking of students at model schools, Khartoum. Sudan Academy for Sciences.
19. Shaer Abdulrahim Abdullah. (2012). Scientific production and its impediments at Khartoum University: scientometric study. Alneelain University.
20. Khalil Yousuf Ali Ahmed. (2012). Gifted children at Khartoum: A bibliographic study. Sudan Academy of Sciences.
21. Ismael Mohammed Saleh Omar. (2012). Measuring intelligence rate of students at North and South Kordofan states and its relation to some demographic variables. Kordofan University. The second supervisor: Obaid Allah Ahmed Alhaj.
22. Ridhab Abdulfatah Abdulmonem Mohammed. (2011). The effectiveness of a proposed program in developing emotional intelligence among basic education gifted school students, Khartoum. Khartoum University.

23. Basamat Mohammed Ahmed Al-Housein. (2011). Intelligence rate of Alzaiem Alazhari University students and its relation to some biological and demographic variables. Alazhari University.
24. Ibtisam Salem Al-Mazrouguy. (2011). Intelligence level and its relation to categorization of things among basic education students in Libya and Sudan. Alneelain University.
25. Alwalid Ser Alkahtem Ali Mohammed. (2011). The degree of creativity and its relation to intelligence rate and admission to university among the faculties of education, basic education, science and arts at Khartoum University.
26. Othman Hamdin Othman. (2010). Intelligence rate of basic education and secondary school students at the states of Gezira, Sennar, the White Nile and the Blue Nile: A comparative study. Khartoum University.
27. Amal Ibrahim Mohammed Esheikh. (2010). Psychological stresses and techniques of coping with them among children in places of military disputes: A case study of South Darfur State. Alneelain University.
28. Lubna Mokhtar Abdullah Albana. (2010). Content analysis of refereed articles on indigenization of gifted psychology in the Arab world. Khartoum University. Available at <http://41.67.20.41/bitstream/handle/123456789/12362/%D8%AA%D8%AD%D9%84%D9%8A%D9%84%20%D9%85%D8%B6%D9%85%D9%88%D9%86%20%D8%A7%D9%84%D8%A3%D9%88%D8%B1%D8%A7%D9%82%20%D9%88%D8%A7%D9%84%D8%A8%D8%AD%D9%88%D8%AB%20%D8%A7%D9%84%D8%B9%D9%84%D9%85%D9%8A%D8%A9%20%D8%A7%D9%84%D9%85%D8%AD%D9%83%D9%85%D8%A9%20%D9%81%D9%8A%20%D8%AA%D9%88%D8%B7%D9%8A%D9%86%20%D8%B9%D9%84%D9%85%20%D9%86%D9%81%D8%B3%20%D8%A7%D9%84%D9%85%D9%88%D9%87%D8%A8%D8%A9%20%D9%88%D8%A7%D9%84%D8%AA%D9%81%D9%88%D9%82%20%D9%81%D9%8A%20%D8%A7%D9%84%D8%B9%D8%A7%D9%84%D9%85%20%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A.pdf?sequence=1&isAllowed=y>
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30. Zakiyah Ahmed Amer. (2009). Intelligence rate and its relation to scholastic achievement and creativity among Khartoum University students. Khartoum University.

31. Sedeq Mohammed Abdulhalim Saleh. (2009). The level the Testosterone hormone and its relation to aggressive behavior and intelligence rate among delinquent and normal adolescents at Khartoum. Khartoum University.
32. Adel Abduljalil Beterji (2009). The absolute model of talent development at Dar Al-Thikr private schools, Jeddah Governorate. The American University in London.
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34. Anas Attayeb Al-Housein Rabeh. (2008). Adaptation and standardization of Wechsler Intelligence Scale for Children (WISC-III). Alneelain University.
35. Heba Mirghani Attabeb. (2008). Achievement motivation and the leadership trait among gifted basic education students at Khartoum. Khartoum University. Available at [http://khartoumspace.uofk.edu/bitstream/handle/123456789/11980/%D8%AF%D8%A7%D9%81%D8%B9%D9%8A%D9%80%D8%A9%20%D8%A7%D9%84%D8%A5%D9%86%D8%AC%D9%80%D8%A7%D8%B2%20%D9%88%D8%B3%D9%85%D9%80%D8%A9%20%D8%A7%D9%84%D9%82%D9%8A%D9%80%D8%A7%D8%AF%D8%A9%20%D9%84%D9%80%D8%AF%D9%89%20%D8%A7%D9%84%D8%A3%D8%B7%D9%81%D9%80%D8%A7%D9%84%20%D8%A7%D9%84%D9%85%D9%88%D9%87%D9%88%D8%A8%D9%8A%D9%80%D9%80%D9%86%20%D8%A8%D9%85%D8%B1%D8%AD%D9%84%D9%80%D9%80%D8%A9%20%D8%A7%D9%84%D8%A3%D8%B3%D9%80%D9%80%D8%A7%D8%B3%20%D9%88%D9%84%D8%A7%D9%8A%D9%80%D9%80%D8%A9%20%D8%A7%D9%84%D8%AE%D8%B1%D8%B7%D9%80%D9%80%D9%88%D9%85%20\(%D8%AF%D8%B1%D8%A7%D8%B3%D9%80%D9%80%D8%A9%20%D9%85%D9%82%D8%A7%D8%B1%D9%86%D9%80%D9%80%D8%A9\).pdf?sequence=1](http://khartoumspace.uofk.edu/bitstream/handle/123456789/11980/%D8%AF%D8%A7%D9%81%D8%B9%D9%8A%D9%80%D8%A9%20%D8%A7%D9%84%D8%A5%D9%86%D8%AC%D9%80%D8%A7%D8%B2%20%D9%88%D8%B3%D9%85%D9%80%D8%A9%20%D8%A7%D9%84%D9%82%D9%8A%D9%80%D8%A7%D8%AF%D8%A9%20%D9%84%D9%80%D8%AF%D9%89%20%D8%A7%D9%84%D8%A3%D8%B7%D9%81%D9%80%D8%A7%D9%84%20%D8%A7%D9%84%D9%85%D9%88%D9%87%D9%88%D8%A8%D9%8A%D9%80%D9%80%D9%86%20%D8%A8%D9%85%D8%B1%D8%AD%D9%84%D9%80%D9%80%D8%A9%20%D8%A7%D9%84%D8%A3%D8%B3%D9%80%D9%80%D8%A7%D8%B3%20%D9%88%D9%84%D8%A7%D9%8A%D9%80%D9%80%D8%A9%20%D8%A7%D9%84%D8%AE%D8%B1%D8%B7%D9%80%D9%80%D9%88%D9%85%20(%D8%AF%D8%B1%D8%A7%D8%B3%D9%80%D9%80%D8%A9%20%D9%85%D9%82%D8%A7%D8%B1%D9%86%D9%80%D9%80%D8%A9).pdf?sequence=1)
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37. Obaid Allah Ahmed Alhaj Mohammed Nour. (2008). Identification of the self-estimation of multiple intelligences and its relation to general intelligence among basic education third cycle students at Northern Kordofan. Khartoum University.
38. Anaam Ahmed Ali. (2007). The reality of psychology in Sudan: A survey historical study. Khartoum University. Available at <https://www.psy-ar.com/library/upload/02-2017/book/589cc4bb9a69c.pdf>
39. Maddina Housein Dousa. (2007). Identification of gifted children at the basic education stage at Nyala. Khartoum University.

40. Mohammed Abdulaziz Attaleb. (2007). Attitudes of students at some Sudanese students towards female circumcision and its relation to some variables. Khartoum University.
41. Habab Abdulhai Mohamed Othman. (2007). Emotional intelligence: its definition, measurement and relation to some demographic variables: A survey study in Khartoum. Khartoum University. Available at <http://search.shamaa.org/PDF/Articles/YEAjtd/3AjtdVol2No3Y2011/3AjtdVol2No3Y2011.pdf>
42. Salaheldin Farah Attalah Bakhiet. (2005). The basics of identifying the Intellectual gifted students in the basic education stage (The case of the second cycle students at Qabas schools in Khartoum). Khartoum University. Main supervisor: Qasem Yousuf Badri.

(b) MA Theses

1. Hamed Mohammed Ahmed Hasabraboh Assibai. (2016). Motives of criminal behavior and its relation to psychological safety of foreign prisoners in Khartoum prisons. Khartoum University. The second supervisor: Abdulbaqi Dafalla Ahmed.
2. Ikhlas Taher Haj Adam Ahmed. (2014). Identifying gifted preschoolers at Qadriif State. Omdurman Islamic University, The Institute of the Islamic Word Research and Studies. The second supervisor: Bodour Alfadhel Esheikh.
3. Wesal Abdullah Mohammed Ahmed. (2012). The effectiveness of the UCMAS program in developing mental abilities of students with high mental abilities in Khartoum. Khartoum University.
4. Shirin Abdulhalim Salim. (2012). The intelligence rate of basic education students at governmental schools and its relation to some familial variables in Khartoum. Khartoum University.
5. Jawaher Abdurahman Ahmed Khalifa. (2010). The effectiveness of Abaq program in enhancing creativity and the speed and effectiveness of using the calculator among basic education students in Khartoum. Sudan Academy for Science.
6. Hajar Abdulaziz Zemraway Esheikh. (2011). The correlation between intelligence and some biological variables among students in Khartoum, Khartoum University.
7. Mohammed Abdulbaqi Adam Abdulqader. (2011). The intelligence rate of children with sickle cell disease at Jaafar Ben Ouf Hospital for children. Khartoum University.

8. Fakreddin Jamal Othman Abdulfadil. (2011). Intelligence rate, level of creativity and achievement indicator of model secondary school students compared with geographical school students in Khartoum. Khartoum University.
9. Inas Salah Abdullatif Abdulkarim. (2010). Collectiveness and individuality and their relation to identity among Sudanese university students. Alneelain University.
10. Amminah Mohammed Idris Saad. (2010). Techniques of identifying twice-exceptionality (handicapped gifted) using a sample from special education centers in Khartoum. Alneelain University.
11. Addod Yousuf Addod Ahmed. (2010). Intelligence rate among basic education and secondary school students in Kassala and Qadriif states and its ration to some familial variables. Sudan Academy of Sciences.
12. Awadalla Mohammed Aboalqasem. (2010). The intelligence rate of students at north and south Darfur and its relation to some variables. Sudan Academy of Sciences.
13. Salaheddin Abdurahman Alrashid. (2010). Teachers' and students' Emotional intelligence and its relation to some demographic variables at basic education gifted and geographical schools. Alneelain University.
14. Iglal Ali Mousa. (2009). Auditory and visual memory of basic education students who receive and who do not receive training on Abaq program (UCMAS) in Khartoum. Khartoum University.
15. Nada Ezzeddin Jaafar Attayeb. (2009). Deterrents of creativity among secondary school students in Khartoum. Khartoum University.
16. Nahlaa Othman Babaker Aboerrish. (2009). Intelligence of Gifted students and its relation to some familial variables at gifted schools in Khartoum. Khartoum University.
17. Iman Yahiya Haroon. (2009). Intelligence rate of school and university students and its relation to some variables in Khartoum. Khartoum University.
18. Khalil Yousuf Ali Ahmed. (2008). The clinical significance of Wechsler Intelligence Scale for Children (WISC-III) on Gifted students in Khartoum. Sudan Academy of Science.
19. Hend Abdulaziz Mohammed Solyman. (2008). Applying Wechsler Intelligence Scale for Children on mentally impaired children in special education centers in Khartoum. Khartoum University.
20. Afraa Salman Mohammed Salman. (2008). Using Flynn standard in to measure national intelligence in the two states of Khartoum and Gezira between 1987-2007. Khartoum University.

21. Sediq Mohammed Ahmed Yousuf. (2008). The effectiveness of training on Abaq program in enhancing children's intelligence in Khartoum. Alneelain University.
22. Zohour Housein Ibrahim. (2008). Techniques of the classification skills and their relation to creativity of Gifted basic education children. Khartoum University.
23. Azza Hassan Ibrahim. (2008). Instructional acceleration in the light of mental and social characteristics among Gifted students in Khartoum. Alneelain University.
24. Esheikh Elgaili Esheikh Elamin/ (2008). Competencies of teachers of Gifted students in Khartoum. Sudan Academy for Sciences.
25. Ettoum Omar Ali Ahmed. (2008). The level of creative thinking and its impediments among fifth and sixth graders of the basic education in El-Obied City. Kordofan University.
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Conclusion

The study provided a detailed study of the Sudanese psychologist Professor Omar Haroon Al-Khaleefa by documenting his biography and scientific and intellectual contributions in psychology throughout three decades he spent in serving this discipline. The study revealed that his contributions were varied and focused on academic, research aspects, consultation, as well as training. The study proved that Al-Khaleefa was a prominent scientist who had 157 scientific and intellectual publications. He also supervised 73 theses and participated in 43 scientific local, regional and international conferences. His contributions continued throughout 33 years,

We were keen in providing in this study a detailed bibliography of his scientific production given that his pages on Research Gate and Google Scholar were removed. That is, without the documentation of his production in this study, it will be impossible for researchers to access work. The bibliographic study provided in this article will enable researchers to read his thought. By this contribution that will be available to researchers, specialists and others concerned with psychology in the Arab world, we highlighted the great impact of Al-Kahleefa's scientific and intellectual production in psychology in Sudan and the Arab world. This study presented the intellectual contribution of one of this nation's prominent scientists who dedicated his life to psychology and research before his tragic disappearance.

Accordingly, the authors offer these recommendations:

1. The Sudanese government should give the disappearance of Professor Al-Khaleefa high priority to uncover the mysteries of such a tragedy.
2. Sudanese, Arab and international psychological societies should conserve the thought of Professor Al-Khaleefa and give him the tribute he deserves.
3. Further studies about the thought of such a prominent scientist are needed to uncover all facets of his life to new generations.
4. Researchers should provide biographical and bibliographical studies of Sudanese and Arab psychologists to bridge the gap in this area.

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