

World-Class Curriculum Development in South Sudan

South Sudan is the world's newest country, and also one of its poorest. It is a country where only 60% of children are able to attend school and where only 2% of girls complete their primary school education.

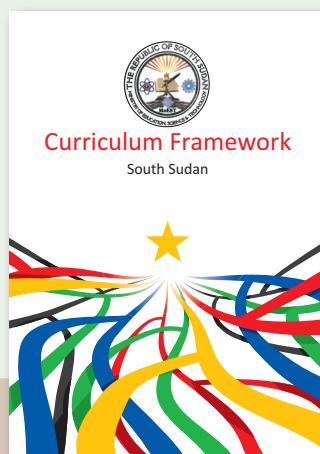
There is much to do to build a successful education system in a country that is still recovering from twenty years of civil war, and where fighting continues to this day. Despite the obstacles, many people and a wide range of organisations are involved in efforts to ensure that the young people of South Sudan can receive the education they need and deserve.

The Curriculum Foundation has been working with the South Sudan Ministry of Education for over four years, initially to support the design of a new national curriculum that would meet the particular needs of the new country and enable its young people to take their place as global citizens, and play a full part in society.

This new curriculum has wide and ambitious aims and is much more than a collection of subjects. Into the subjects are woven cross-cutting issues such as Peace Education, Sustainability and Life Skills, and also '21st Century Skills' such as critical and creative thinking, co-operation and communication. All of this is rooted firmly in the South Sudanese heritage and culture.

The initial work has progressed onto the wider educational system, and the Curriculum Foundation had been supporting the development of teaching and learning materials, early childhood education, the assessment and

examinations systems, initial teacher training, continuing professional development for serving teachers, the inspection and support services, technical and vocational education (TVET), and the development of networks of self-supporting schools.



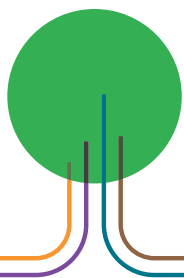
The success of such a vast project depends upon a range of agencies collaborating closely, and the Curriculum Foundation has been working with organisations such as UNICEF, DFID, USAID, SIL (who specialize in the development of the 64 local languages), BRAC (a Bangladeshi organisation specializing in encouraging girls to attend school), and the Global Partnership for Education (GPE) which funds the whole project.

We are now at the exciting point where international publishers are writing new textbooks and other teaching and learning materials for the launch of the new curriculum in February next year. At last the young people of South Sudan will begin to receive the education they need and deserve!

Welcome to our newsletter which has been created with the aim of sharing examples of our work as well that of some of our partners. We have had a busy six months with various conferences, curriculum reviews, book publications and research.

This newsletter captures just some of our activities and we hope you will find them of some interest. More information about our work can be found on our website www.curriculumfoundation.org. If you would like more information about what we do or about any of the projects described here, please contact admin@curriculumfoundation.org



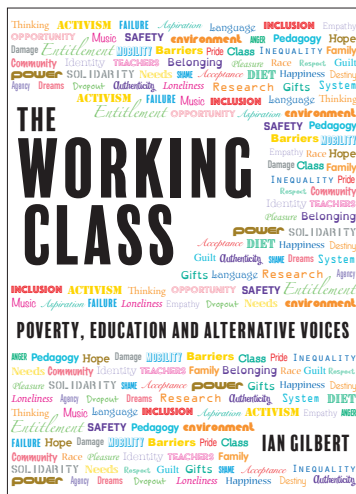


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The Working Class - New Publication, Independent Press an imprint of Crown House Publishing.

We are delighted that Foundation colleagues, Dr Brain Male and Prof Mick Waters, have contributed to a new book, *The Working Class: Poverty, education and alternative voices* www.crownhouse.co.uk/publications/the-working-class which draws together educators from across the UK who call on all those working with young people in schools to adopt a more enlightened and empathetic approach to children in challenging circumstances.

When it comes to the education of children living in poverty there has been a great deal of talk about grit, resilience and the drive for social mobility. Yet such terms not only reflect merely a fraction of the wider story, they are also part of a narrative which puts all the onus on young people to 'pull themselves up' or else accept their fate among the ranks of the 'feckless poor'. In this unique collaboration, drawing together educators from across the UK and further afield, we challenge this destructive narrative and call on all those working with young people in schools – from policy makers to teachers and school leaders – to adopt a more enlightened, empathetic and practical approach to support all disadvantaged children.



Painting the World By Numbers

Through her role as a Global Learning Programme (GLP) Expert Centre Lead in the UK, our associate Vikki Pendry has published an article with UCL Institute of Education which explores the benefits and challenges of using global data to provide a context rich approach to the teaching and learning of mathematics.

The paper, based on the development of her Teacher Training programme 'Painting the World by Numbers' for the GLP, demonstrates that the use of global data in primary mathematics lessons can provide an important and engaging context for teachers and pupils, often raising levels of participation in learning. The study revealed that teachers are keen to use this approach to teaching and learning in mathematics due to the way that it often connects learning across the curriculum and because of the way it provides opportunities for pupils to develop and apply their mathematical strategies.

Teachers concluded that by using global data in maths lessons, they were able to provide a real, relevant and purposeful context for learning which in turn motivated pupils to engage further in mathematics. Using global data also motivated teachers to explore a context rich approach as they recognised the value of this authenticity and crucially, the enjoyment that pupils demonstrated when they were learning in this way. The full paper can be viewed on our website.



A World-Class Curriculum for Every Learner ... in BSME Schools

The British Schools in the Middle East (BSME) is one of the largest organisations for British curriculum schools in the world, with 106 Member Schools educating over 95,000 children in 10 countries and employing over 6,900 teachers.

The Foundation ran a workshop for leaders at this year's BSME conference in Abu Dhabi. See the link under 'Future Conference and Workshop Events'. The workshop will focus on ensuring every learner has the benefit of studying a truly world-class curriculum.

Our World-Class Curriculum audit (link below) has been downloaded thousands of times and colleagues report on the wealth of valuable discussions that it has inspired, from the level of individual schools through to that of national ministries.

Diagnostic use of the audit enables leaders to identify curriculum development priorities and to take action to ensure learners succeed not only examinations but also in terms of the competencies, skills and attitudes required in our fast-changing world and in the global economy

<http://www.curriculumfoundation.org/resource/material/A-World-Class-Curriculum-Audit.pdf>



The London International Conference on Education and 2030 Global Goals

The London International Conference on Education (LICE-2017) is an international conference dedicated to the advancement of the theory and practices in education.

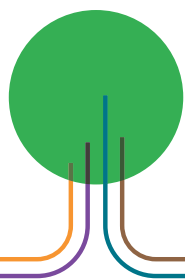
The LICE promotes collaborative excellence between academicians and professionals from Education. The Curriculum Foundation presented, 'Curriculum Design for 2030 Global Goals'. This interactive session highlighted different aspects of international curriculum development, illustrating how these designs have had a direct impact on the capacity of schools and ministries of education to work towards meeting the 2030 Global Goals.

Discussions with the group focused around how schools should design their curriculum to reflect the needs and interests of their local community whilst recognising, and working towards, National and Global Goals for peace, environmental sustainability and economic growth. Delegates explored the world-class curriculum model that features an essential link between the development of knowledge and student competences for lifelong learning.

We are delighted that our presentation has been selected to be published as an extended version in the International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), Volume 9, Issue 2.

liceducation.com





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Reflections from 2017 UKFIET Conference

We had the privilege of attending and presenting at the 2017 UKFIET conference. If you have never been we recommend the experience strongly.

This is a great opportunity to contribute to and learn from the debate surrounding international education policy and progress towards the 2030 Sustainable Development Goals.

The theme for the conference was 'Learning and Teaching for Sustainable Development: Curriculum, Cognition and Context'. The global context was significant in setting the agenda in light of the recognition that there needs to be a global focus on shifting policy and practice towards not only getting children into schools but ensuring that children are learning more effectively and receiving a 'Quality Education'. (SDG 4.7) Our presentation of our work on Curriculum Development in South Sudan and other conflict settings, demonstrated this shift towards exploring curriculum design that would provide a holistic approach to education.

The vision for the nation sets out what the country wants to achieve through the curriculum, taking into account the context, fragility and challenges whilst recognising the great change and progress being made in the development of each country. It is this theme that provides a framework for our model of a World-Class Curriculum.

It was exciting to engage with and listen to a wide range of academics and practitioners working in diverse settings across the world, all sharing their experience and expertise.

UKFIET provides a forum for checking in on the progress towards the Sustainable Development Goals, and this conference addressed the wider aspirations of education towards realising the visions of human rights, equalities, and social justice.

We are committed to working in partnership to reflect upon and help to shape future developments in international education. The UKFIET conference provides an excellent forum through which to do just that.



www.curriculumfoundation.org

Conference and Workshop Events

British Council Partner Schools Global Network Conference: Jordan - March

The Partner Schools Global Network (PSGN) is the community of schools that offer a UK curriculum leading to exams such as the O level, IGCSE and A level, administered in cooperation with the British Council. These schools are located across South Asia, the Middle East, North and sub-Saharan Africa, in Cyprus, Colombia and beyond.

www.britishcouncil.org/partner-schools-global-network

British Schools of the Middle East Annual Conference: Abu Dhabi – March

The British Schools in the Middle East (BSME) is one of the largest organisations for British Curriculum schools in the World, with 106 Member Schools educating over 95,000 children in 10 countries and employing over 6,900 teachers.

www.bsme.org.uk/annual-conference/next-conference.html

International Curriculum Conference: Khartoum – August (tbc)

Sudan is revising its curriculum and it is intended that this conference will bring together colleagues from a range of countries the Foundation has supported to share their experience and expertise and so inform developments in Sudan.

Northern Rocks: Leeds, UK - 19th May 2018

The event has a wide variety of education specialists committed to the principle that education exists to make the world a better place and that that future lies in the hands of our young people. The Foundation will run a workshop that illustrates how a world-class curriculum design ensures quality education for all.

www.eventbrite.co.uk/e/northern-rocks-2018-tickets-39664275917

Learning First, Huddersfield, UK - 5th July 2018

#LearningFirst is a community of colleagues from across the education spectrum, with an interest in, and a positive agenda for change in assessment practice, who share and learn from each other. The Foundation will be running a workshop that explores and illustrates effective formative assessment in low resource settings.

<http://beyondlevels.website/>