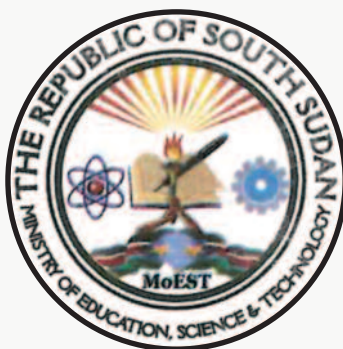


Curriculum Framework

South Sudan





Foreword

The quality and pace of any country's socio-economic development is largely a reflection of its education system. Conscious of this, the government of the Republic of South Sudan launched a major Curriculum reform process to improve the status of education led by the Ministry of Education, Science and Technology. The review of the curriculum was built upon key legal documents, the interim Constitution of the Republic of South Sudan, The Education Act, and the General Education Strategic Plan 2012- 2017 that guide education and the development of South Sudan as a country.

As a result of this work, this Curriculum Framework has been developed for South Sudan Schools. The Framework puts the subjects of the curriculum into a broader context, and the Key Aims define what the nation wants its young people to be by the time they finish their secondary education ready to join tertiary educator or the world of work. The Framework highlights the underlying philosophy that is based on the constructivist approach to learning and underpinned by clear values and principles

Nelson Mandela once said that; "The school curriculum must prepare our young people for an uncertain future". In a rapidly changing world, one set of learning will no longer last a lifetime. This Framework sets out competencies that will equip our young people for work and life in their local contexts and as part of the global community, which will enable them to be lifelong learners.

South Sudan currently stands at the threshold of great change and progress. Curriculum is, inter alia, concerned with the goals and content of the learning process in a given environment. It is a central consideration of critical importance in any education system. This Framework sets out our ambition as a nation, and by working together we shall be able to realize it for all young people of South Sudan.

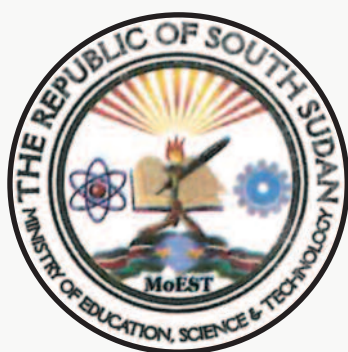
The Framework will be used to guide the implementation of teaching and learning programmes required to address the needs of society globally. It sets out the context in which learning will take place, defines the subjects to be studied at each phase of schooling, and sets them in a wider context.

I therefore call upon all stakeholders to participate effectively in the implementation of the Pre-primary, Primary and Secondary Education curriculum and contribute to the enhancement of quality education in schools by playing their roles effectively.

Hon Dr. John Gai Yoch

Minister of Education Science and Technology

Republic of South Sudan



Acknowledgement

On behalf of the Ministry of Education Science and Technology I would like to express my appreciation to all those who worked tirelessly towards the production of this Curriculum Framework.

My gratitude goes to the Curriculum Steering and Technical committee members for overseeing the project and taking timely decisions whenever necessary. They worked as a team for over nine months to produce this Curriculum Framework. Their decisions have been invaluable in getting this work completed as required. My thanks also go to our partners in Education who provided the guidance required.

I would also like to thank the members of the Legislative Assembly who made an invaluable contribution towards shaping this Framework, and the many educators from all the ten states and the Curriculum Developers who attended workshops that were held to develop this significant improvement to the school curriculum of South Sudan. Representatives of Universities, Schools, State Ministries of Education and the National Ministry of Education Science and Technology staff who worked together over a long period of time to shape our thinking about the curriculum and to develop a structure that will give the best opportunity for education to every young person in South Sudan.

The Ministry is also indebted to the stakeholders who attended the conference in December 2013 and extensively discussed and debated this Curriculum Framework; their contributions were invaluable.

My gratitude is also extended to the contribution of United Kingdom Department of International Development (DIFD) for funding the activities, and to the consultants from the Curriculum Foundation of the United Kingdom for all the professional and technical guidance they gave. I would also like to thank UNICEF for managing the Global Partnership for Education (GPE) funding in support of the development of the South Sudan Curriculum; their contribution is appreciated.

Lastly but not least, I would like to acknowledge all those behind the scenes who formed part of the teams that worked hard to finalise the work on the Curriculum Framework.

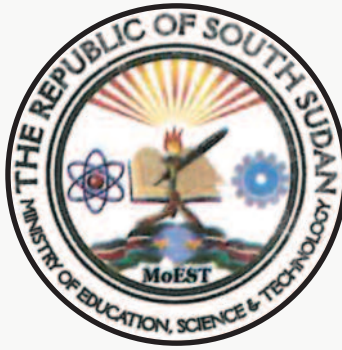
Hon. Michael Lobule Lotyam

Undersecretary

Ministry of Education Science and Technology (MOEST)

Republic of South Sudan

Juba



The education system in the Republic of South Sudan shall be directed towards meeting the following goals:

- a) Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens;
- b) Provide equitable access to learning opportunities for all citizens to redress the past inequalities in education provision;
- c) Achieve equity and promote gender equality and the advancement of the status of women;
- d) Contribute to the personal development of each learner and to the moral, social, cultural, political and economic development of the nation;
- e) Promote national unity and cohesion;
- f) Enhance the quality of education and encourage a culture of innovation and continuous school improvement and effectiveness; and
- g) Develop and promote a general scientific approach in education.

General Education Act, 2012

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Introduction

The Vision

A new country needs a new curriculum. In setting out this curriculum for our young people, we set out our ambitions for the nation; for peace and prosperity, for growth and development, for harmony and for justice. The education of young people of South Sudan should be firmly rooted in their rich culture and heritage and to enable them to grow into true citizens of the world.

For all countries, the 21st Century is a time of rapid technological growth and social change, and the school curriculum must ensure that young people are well prepared to meet both its challenges and its opportunities. The curriculum has to prepare young people not just for to-day, but for the changing life ahead.

It is no longer possible to learn enough at school to last a lifetime. The pace of change is too rapid. Young people need to grow in confidence to face the challenges ahead of them, and they need to develop a love of learning so that they can become successful life-long learners and continue to operate effectively in a rapidly changing knowledge economy.

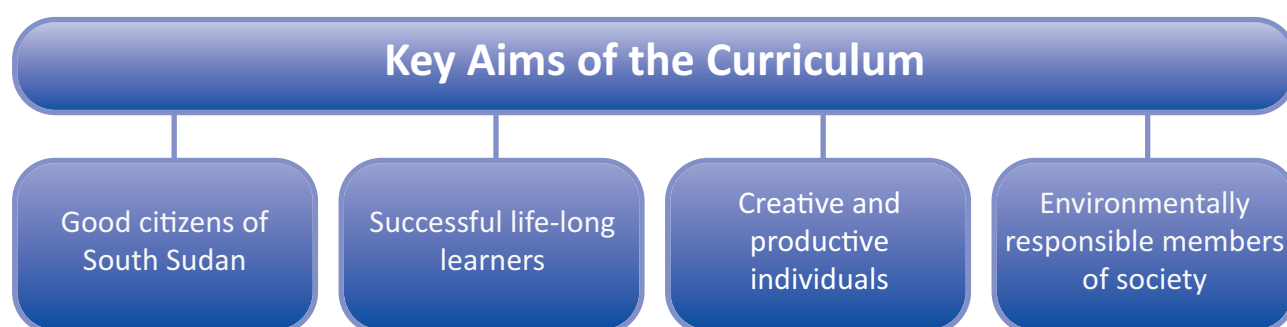
To achieve the ambitions of the country, we need a vibrant and dynamic curriculum; a curriculum that will provide challenge to all learners; a curriculum that can stimulate and inspire; an inclusive curriculum that provides for all learners, whatever their needs, background or ambitions; a curriculum that excites imaginations, raises aspirations and widens horizons.

A curriculum that will allow our new nation to develop in prosperity and harmony, and which will prepare our young people for the 21st Century.



The Key Aims

This vision provides the key aims for the curriculum. These define what the nation wants its young people to be by the time they leave education.



These four key aims will underpin all learning in the curriculum and provide its purpose and direction.

Good citizens of South Sudan	Good citizens of South Sudan who are: <ul style="list-style-type: none">• Patriotic and proud of their rich culture and heritage• Active participants in society for the good of themselves and others• Committed to unity, democracy, human rights, gender equity, peace and reconciliation• Ready to take their place as global citizens, proud of South Sudan's role and position in the world.
Successful life-long learners	Successful life-long learners who are: <ul style="list-style-type: none">• Literate, numerate and keen to learn• Able to learn independently and with others• Proficient in the key competencies• Committed to life-long learning
Creative and productive individuals	Creative, confident and productive individuals who are: <ul style="list-style-type: none">• Enterprising and creative problem-solvers• Willing to exert the effort that is necessary to success• Able to relate well to others, and understand others' concerns and needs• Diligent, resilient and persistent in their attitude to work
Environmentally responsible members of society	Environmentally responsible members of society who are: <ul style="list-style-type: none">• Committed to sustainable forms of development• Aware of the fragility of the environment, and the importance of environmental sustainability to life and prosperity• Appreciative of the need for everyone to work together to preserve the environment for the common good and for future generations

These aims form the four key themes of the curriculum: citizenship, literacy and numeracy, enterprise and the environment.

The Philosophical Approach

To achieve these aims, we need a curriculum that is based on an active, constructivist approach to learning. Because the aims encompass more than the memorization of information, so learners must engage actively in their own learning, and cannot be passive recipients of knowledge. Learning will need to move beyond textbooks and teacher-directed lessons to the active engagement of learners in their own learning. If young people are to become lifelong learners, then they need

to develop a love of learning as well as the skills and confidence to carry on learning by themselves. Therefore, independence within learning will need to be an important feature of the curriculum. If they are to appreciate their culture and heritage and become environmentally aware members of society, then learning will need to be practical and relate directly to learners' own lives.



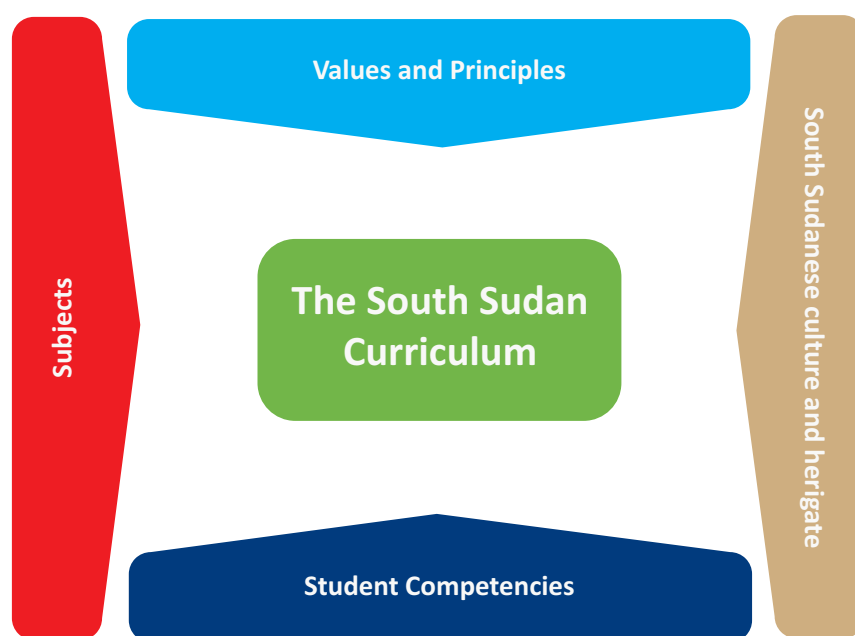
Section 2

The Framework

If the nation's vision is to become a reality, then we need young people who are knowledgeable about the key subject areas. They also need to possess the skills and the attitudes to make good use of that knowledge and to apply it in the service of the community. The subject knowledge together with the skills and attitudes forms the competencies that will equip learners to become global citizens in the 21st Century.

Citizens of South Sudan also need a clear sense of identity and an understanding and appreciation of the rich culture and heritage of their own country.

The curriculum is therefore an association of subjects and competencies, driven by aims, values and principles, and located within the rich culture and heritage of South Sudan.



The model above shows how these four elements come together to contribute to and provide a framework for the curriculum. The details of each element are set out below.

Values and Principles



In order to build a modern society where young people can prosper and achieve their aspirations, the curriculum needs to be built on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their South Sudanese identity. Justice, democracy, tolerance and respect need to be more than words; they need to become an essential part

of the curriculum and young people's lives. Human rights and gender equity must become the norm.

Young people's understanding of, and commitment to, these values is essential to the country's future, and must therefore permeate the curriculum. To achieve this, the curriculum must be based on firm and shared values, and adhere to a set of clear principles.

Values

Education in South Sudan will be based on a shared commitment to:

- Human rights and gender equity
- Respect and integrity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride

Principles

The South Sudan Curriculum should provide:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem-solving and emotional intelligence
- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding

The values and principles will guide the construction of the curriculum and also guide the way it is taught. They will underpin and guide the subject syllabuses, and the way schools are run and how teachers are trained.



South Sudanese Culture and Heritage



Culture and heritage are key element of the curriculum for two reasons. Firstly, knowledge and appreciation of their own heritage and culture enables young people to develop into active and responsible future citizens of South Sudan and the wider world, and to develop their own strong identities. Secondly, young people learn best when the curriculum is set within their own experiences, locations and cultures.

South Sudan's rich heritage is the birthright of every citizen. This is not a subject to be looked at in individual lessons, but

should provide a context for all learning and permeate the whole curriculum.

The very vibrant culture of South Sudan embraces music, dance, literature and art along with cultural traditions, beliefs and understandings. Young people need to learn about these, and also learn to appreciate and value them, and make them part of their lives.

Student Competencies



**Critical and
creative thinking**

Communication

Co-operation

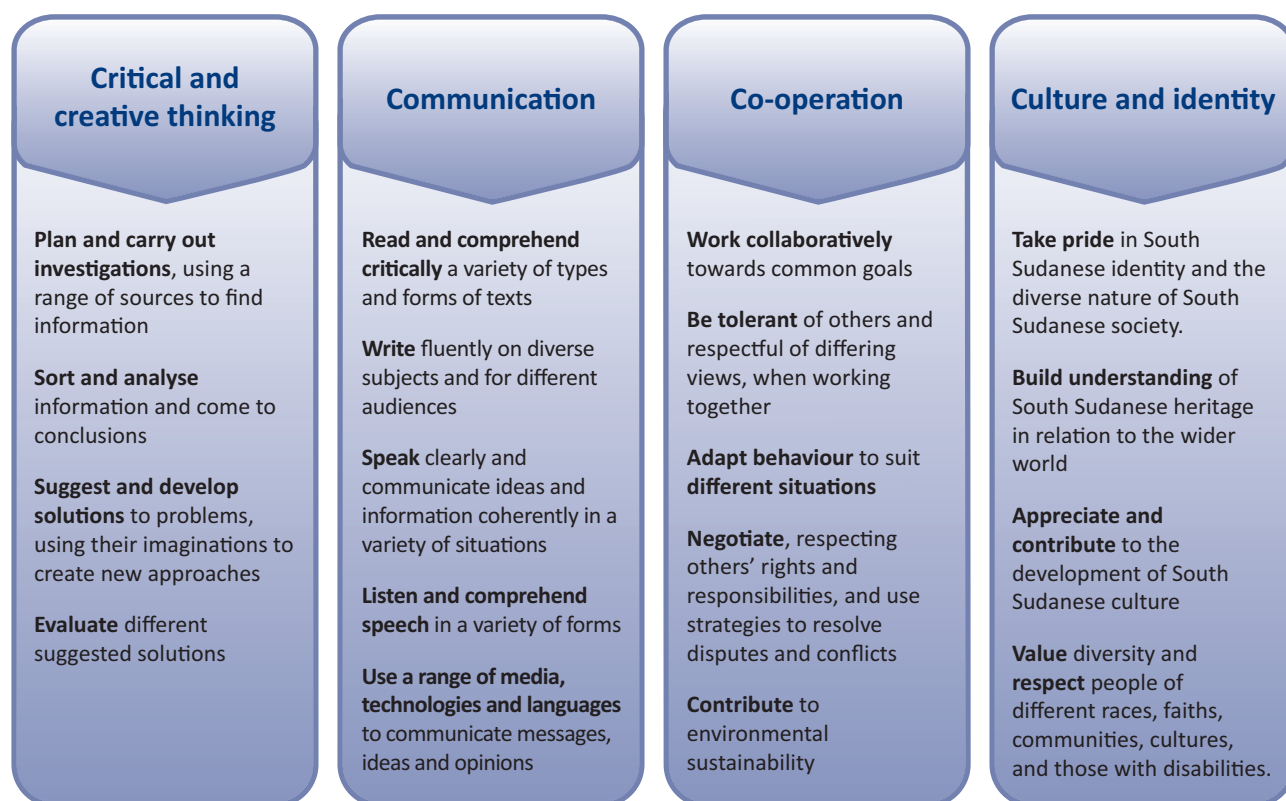
Culture and identity

Traditional subjects continue to be important, but young people need to develop a set of competencies that they can apply in all those subjects, and which they can also apply throughout life. These competencies lie at the heart of every subject, and enhance learners' understanding of those subjects. They are also the competencies that are needed for young people to continue to learn, to adapt to change, and to cope with the challenges of life in the 21st Century.

Competencies are made up of skills and attitudes in a particular knowledge context.

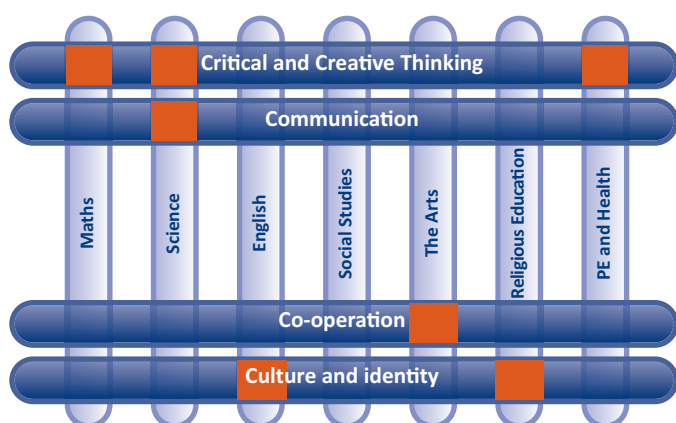
Young people need to be able to think critically, creatively and independently, to investigate and process information, to solve problems, and to make decisions. They need to communicate effectively with a range of people and through a range of media. They need to be able to work independently, but also cooperate with others and work in teams. They need to develop their own identities as global citizens within the rich culture of South Sudan

Student Competencies



Competences are not learned in isolation, but in the context of the subject areas. These provide the knowledge base. The four competencies are developed in those contexts, and may apply differently in each. There is not a direct relationship of one competency to each subject. Any competency can be

developed within the context of any subject. The model below shows that the competencies intersect with all of the subjects. Within the intersections, learners develop competencies within the knowledge contexts of the subjects.



The model on the left illustrates that **critical and creative thinking** might be developed in Maths, **communication** in Science, **co-operation** in PE, or cultural appreciation in English. The competencies intersect with every subject, and every skill can be developed in each subject, so all teachers are responsible for all four of the competencies.

Student Competencies

The third element of the competencies is the development of the positive attitudes that enable the skills to be deployed successfully in the knowledge context. These will be developed through the way in which learning is presented. If learning is exciting and engaging (as the Principles, above, suggest it should be) then positive attitudes will be developed. Competencies will be developed most effectively when teachers create opportunities for skill development within their own subjects.



The way in which the skills intersect with the subjects to become competencies can be illustrated in the model of the curriculum as a tree. Above the ground there are branches of learning: science, mathematics, language etc. These branch out into individual subjects: science into physics, chemistry and biology for example. At the end of these smaller branches are the leaves: the individual bits of learning that appear in programmes of study.

Below the ground (and so usually unseen and not thought about) are the skills. This is where learners develop thinking and learning skills, together with personal and communication skills.

The trunk is successful learning where the two are combined so that subjects provide a context for skills, and the skills enhance the learning of the subjects. This is deep learning that leads to real understanding.

Progression in the competencies comes through the increasingly complex knowledge context in which the skills and attitudes are developed. Young children can think critically about simple things, but as they get older, the knowledge context of thoughts become increasingly complex, so their thinking skills develop. Young children can communicate simple ideas and information with facility, but as they get older, they can deal with increasingly complex ones. This provides the progression to the skills.

The Subjects



The way subjects are learned, and therefore appear within the curriculum, varies with the age of the learners. The subject models therefore reflect the way in which learners learn at different ages. This can be seen as three phases:

- Early Childhood Development (ages 3-5)
- Primary 1-8
- Secondary 1-4

Early Childhood (Age 3-5)

Areas of Learning: Language; Mathematics; Outdoor & Physical; Environmental, Personal & Social; Creative, Music; Religious Education

Primary 1-8

Required: National Language, English, Mathematics, Religious Education, Science, Social Studies, The Arts and Physical Education with Arabic from P5

School programmes: Personal Development and Careers Guidance (from P7)

Secondary 1-2

Required: English; Mathematics; Religious Education; Citizenship; History; Geography; Physics, Chemistry and Biology

Options: Two options from a menu

School programmes: (eg, guidance, sports, personal development)

Secondary 3-4

Required: English; Mathematics; Religious Education; Citizenship

Options: Three options from a menu

School programmes: (eg, guidance, sports, personal development)

The Subjects

A) The Areas of Learning in the Early Childhood Development Education (ECDE) Curriculum

Very young children are exploring the world around them and developing the early understandings and skills that will enable them to take their learning forward as they get older. They are developing their own emotional stability and learning to adapt to social situations. They are developing their language abilities through speaking, singing and listening. At this stage, learning is first-hand and practical, and based on play and exploration. This is the basis of the Early Childhood Development Curriculum. The language of education will be a national language to be selected

by the school to fit with local needs and circumstances.

The ECDE Curriculum takes account of the early stage of development of children of this age when it is not appropriate to study the same subjects as older children in school. The ECDE Areas of Learning are seen as activities, and they cover all the key elements of early childhood development and prepare young children to start school in P1.

Early Childhood (Age 3-5)

Areas of Learning: Language; Mathematics; Outdoor & Physical; Environmental, Personal & Social; Creative, Music; Religious Education

B) The subjects in the P1-P8 curriculum

In Primary 1-3, children are still exploring the world around them whilst developing basic literacy and numeracy skills so they need practical experiences and concrete examples. At this early stage, the language of education will be a national language to be selected by the school to fit with local needs and circumstances. In Primary 4-8, the language of education is English, and learning becomes progressively more formal and analytic and so the subjects are studied separately, but with an element of integration and linking.

In the P1-8 curriculum, the subjects are set out in seven broad groups. From P5, learners will also learn Arabic.

From P3, schools will offer personal development programme that will include personal guidance, counselling and life skills. From P7, this programme will include careers guidance.

Primary 1-8

Required: National Language, English, Mathematics, Religious Education, Science, Social Studies, The Arts and Physical Education with Arabic from P5

School programmes: Personal Development and Careers Guidance (from P7)

The Subjects

C) The subjects in the S1-4 Curriculum

The Secondary School curriculum is made up of required subjects and optional subjects. Some of the optional subjects are of an academic nature, and others are vocational. All schools will offer a programme of non-examined activities such as sports and guidance that will promote the learners' welfare.

Secondary 1-2

Required: English; Mathematics; Religious Education; Citizenship; History; Geography; Physics, Chemistry and Biology

Options: Two options from a menu

School programmes: (eg, guidance, sports, personal development)

Secondary 3-4

Required: English; Mathematics; Religious Education; Citizenship

Options: Three options from a menu

School programmes: (eg, guidance, sports, personal development)

Compulsory Subjects

In Secondary 1 and beyond, learners are firming up their career and life choices and begin to follow different pathways of learning. At this stage, the curriculum retains a common element for all learners, but also includes a menu of options toward different qualifications. Citizenship is an essential part of education and will be taken by all learners, but not as an examinable subject.

There is an increasing focus within subject areas, particularly Social Studies and Science where History, Geography, Physics, Chemistry and Biology will be studied as separate subjects.

Secondary Options

Learners will be able to select two options from a menu in S1-2 and 3 options in S3-4.

The range of academic and vocational options for S1-2 and S3-4 will develop over time to meet developing social and economic needs, and to reflect the increasing capacity of schools to provide different subjects. Academic Secondary Schools will eventually offer a limited range of TVET options. Within TVET Secondary Schools the range of vocational subjects will be more extensive, with the options available depending on the specialism of each school.

School Programmes

Secondary School learners will need to continue with programmes outside of the set subjects. These programmes will not be examined, but are of great importance to learners' personal development.

There is not a national syllabus for these programmes, but there is separate guidance. Schools are expected to plan suitable programmes to meet the needs of their learners and make best use of their own facilities and capacities.

These programmes include:

- Physical activities and sports
- Personal development and Life Skills programmes (to include guidance and counselling)
- Careers guidance
- Community involvement and Peace Education
- School gardening

The Subjects

The S1-4 Programme for Academic Secondary Schools

There is a core of compulsory subjects together with a choice of three optional subjects for S1-4. There are fewer compulsory subjects in S3-4 to give more time for depth.

Curriculum for Academic Secondary Schools		
	S1-2	S3-4
Compulsory Subjects	English Maths Religious Education Citizenship Physics, Chemistry, Biology History, Geography	English Maths Religious Education Citizenship
	Plus two from:	Plus three from:
Optional Subjects	Kiswahili French Arabic ICT Arts options PE options <i>Other options to be added over time</i>	Kiswahili French Arabic ICT History Geography Biology Physics Chemistry Additional Maths Arts options PE options <i>Other options to be added over time</i>
School Programmes	<ul style="list-style-type: none"> • Physical activities and sports • Personal development programmes • Careers guidance • Community involvement • School gardens 	

Section 3

The Framework in Action

Subjects within the primary school curriculum

The subjects of the primary school curriculum group together various other subjects in order to:

- Improve the integration of learning and make it more coherent for the learners
- Create a less fragmented timetable
- Reduce the overall content of the syllabuses

Some of these become separate subjects in the secondary school curriculum.

The syllabuses have been written to provide increasing focus on each of the contributing subjects as learners move through the grades.

Although the subjects are grouped within syllabuses and on the timetable, this does not mean that they will always be taught in an integrated way. More integrated approaches will be used with younger learners, and increasingly subject-focused approaches with older learners.

There is further guidance on this in the Teachers Guides

Primary Subjects	Contributing subjects
National Languages and English	Language and Literature
Mathematics	Mathematics and Additional Mathematics
Social Studies	History, Geography, Agriculture, Citizenship (including Civics), Peace Education (including Human Rights)
Science	Physics, Chemistry, Biology
The Arts	Music, Dance, Drama, Fine Art, Design, Crafts
Physical Education	Sports, Games, Physical Activity, Health Education, Sports Science
Religious Education	Either Christian or Islamic Religious Education

Time allocation for the subjects

The number of periods to be allocated to each subject per week is set out in the tables below. Schools are able to arrange and adapt these periods over the week to fit local circumstances and needs. Periods can be put together into doubles or triples to make longer times for practical activities or longer periods of study where appropriate.

Primary School Number of periods each week			
	P1-3	P4	P5-8
National language	5	5	3
English	7	7	5
Maths	6	6	5
Science	4	5	5
Social Studies	4	5	5
The Arts	3	4	4
RE	3	4	3
PE	3	4	3
Arabic			5
School programmes			2
Total	35	40	40
Time per lesson	35	40	40

Secondary School Number of periods each week		
	S1-2	S3-4
English	7	6
Maths	6	6
Physics	4	
Chemistry	4	
Biology	3	
History	3	
Geography	3	
RE	3	2
School programmes	3	3
Citizenship	2	2
2 x electives (4 lessons each)	2	
3 x electives (7 lessons each)		21
Total	40	40
Time per lesson	45	45

Integrating ICT and TVET in Primary Schools

Elements of ICT and TVET will be integrated in the curriculum subjects from ECD to P8. The elements that have been integrated are set out in the Subject Overviews document. The purpose of integration is to enable the elements to be learned in context and so make more sense to the learner. Learners who learn skills in context are more likely to be able to apply them.

Some ICT and TVET elements will be taught directly in the context of a subject, and then applied within it. This does not mean that ICT and TVET skills and knowledge are expected to

be 'picked up' by the learner without help, support and direction from the teacher. It means that the elements will be learned as part of a larger Unit of Study where they will be applied.

There are many schools without any facilities for ICT at the moment, and so they will not be able to integrate this learning immediately. The ICT elements will therefore act as a 'stand alone' programme that can be followed when these schools eventually acquire these facilities and learners will need to catch up.

Cross-cutting issues

There are certain matters that young people should learn about, but which do not fall entirely within one subject. These cross-cutting issues apply from P1 to S4, and are:

- Environmental Awareness and Sustainability
- Peace Education
- Life Skills

It is important that learners should understand these issues through the different subjects, and it is also important that they understand the connections and coherence. There are times when elements of the cross-cutting issues are taught directly within a particular subject, and other times when they provide a context for subject study. This is built into the subject syllabuses.

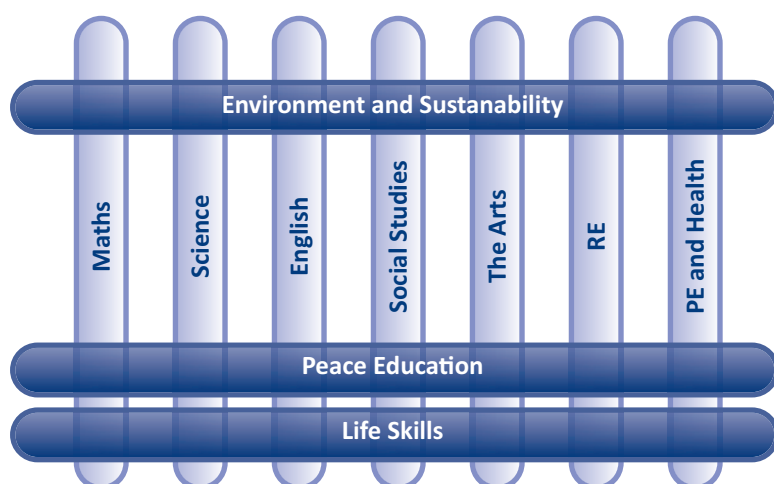
Peace Education has been deemed so important that it is also a separate strand within Social Studies, but some elements will also be integrated in other subjects. Some aspects of Life Skills

will be addressed in the Primary school programmes for personal development.

The model of the way in which cross-cutting issues are integrated into subjects is similar to the way in which the Key Competencies are integrated.

The elements of the cross-cutting issues to be integrated across the subjects are set out in the Subject Overviews. These have been built into the Units of Study, so there is no need for schools to use these lists in their planning. However, schools could use elements of the cross-cutting issues to create themes or contexts that enable different subjects to be linked together.

The elements of Life Skills that are to do with personal and emotional development will be included in the school programmes that will not be examined.



School Programmes

Primary Schools will offer their own programmes of personal support and guidance for their learners that will include elements of Life Skills. The programmes will include careers guidance from P7. These programmes are not examined.

Secondary School learners will need to continue with programmes outside of the set subjects. These programmes will not be examined, but are of great importance to learners' development. There is not a national syllabus for these programmes, so schools are expected to plan programmes to meet the needs of their learners and make best use of their own facilities and capacities. Guidance will be issued to help schools with this.

These programmes include:

- Physical activities and sports
- Personal development and Life Skills programmes (to include guidance and counselling)
- Careers guidance
- Community involvement and Peace Education
- School gardens

Schools are encouraged to offer more programmes; for example, in the area of the creative arts through drama or music.

National and Foreign Languages

The medium of teaching in the ECD and P1-3 will be an official National Language. Materials will be produced in National Languages for these years.

The language to be used in ECD and P1- 3 will be selected by the school to fit with the prevailing local circumstances. Learners will continue to study this National Language until P8. Some National Languages will also appear as options in S1-4.

P1-3 are the years in which young children learn to read and write, and this is best done in the language most familiar to the child. English will be learned alongside the national language, but for the first years the teaching and learning of English will be predominantly oral. Only when learners are

secure in reading and writing in the national language will they start to learn to read and write in English. All international evidence points to this being the best way to make the transition to English.

P4 and 5 will be 'transition years' where lessons will begin to be taught in English, but learners will still need support in the National Language they have been using. During these years, learners will develop their ability to read and write in English so that they will be able to do so confidently. By the end of P5, all subjects will be taught in English.

All learners will learn Arabic from P5 to P8. French, Kiswahili and Arabic will be optional subjects from S1.

Inclusion and Special Educational Needs

It is essential that all young people are enabled to access education. They must all be included. This includes those with disabilities, those from minorities and those with particular learning difficulties. The curriculum will apply to all schools and learners, but the way in which it is interpreted and taught will need to be adapted to ensure that all learners are included. Schools should aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible. To do this, schools will need to consider:

- Creating effective learning environments
- Providing appropriate support to learners with special educational needs

- Providing specialist equipment or materials where appropriate
- Varying teaching approaches where necessary to ensure that all learners are learning

Learners with visual impairment should have opportunities to access and have physical contact with artefacts and materials, and, where necessary, texts in Braille. Learners with hearing impairment should have opportunity to experience sound through physical contact with musical instruments and other sources of sound. Provision should be made for these learners to learn and use sign language where necessary.

Gender equity

The curriculum applies equally to male and female learners. There is no subject that applies to only one gender.

Schools need to ensure that all learners have equal access to the curriculum, regardless of gender. To this they need to consider:

- Giving equal support and encouragement to girls as well as boys
- Ensuring that gender stereotypes are avoided and challenged

- Setting equally high expectations for both genders
- Making sure that the school is welcoming to both genders
- Ensuring that girls as well as boys are listened to with respect and given full opportunity to contribute to lessons
- Encouraging girls to attend and supporting them to achieve

Every encouragement needs to be given to girls to help them complete their schooling successfully.

Alternative Education Systems (AES)

There are Alternative Learning Programmes (ALPs) that cover the Primary Curriculum and which cater for people who have been unable to attend school. There are also other programmes within AES that widen the coverage and provide educational opportunities for all. These are set out in a separate document.



Technical and Vocational Education and Training (TVET)

This Framework applies to TVET Schools and Centres, except that the subjects studied will be different. The detailed requirements for TVET Schools and Centres are set out in a separate booklet

Approaches to teaching and learning

Approaches to teaching and learning must be in line with the aims, values and principles of the Curriculum, and need to be capable of bringing about its aims. To be effective, the values of the curriculum must permeate teaching and learning strategies. The principles suggest a shift of emphasis towards more active and personalised learning.

There is emphasis within the curriculum on the development of the four competencies in order to achieve the aims. These four competencies are both the object and the means of learning, so the strategies must embody and promote them.

All of this has profound implications for teaching and learning approaches. It will not be possible to bring about new aims with only traditional approaches. There are implications for the nature of the textbooks and also for sort of learning experiences that are provided within the classroom.

To achieve the broader aims, teaching and learning strategies need to be:

- centred on the learner rather than the teacher
- interactive, and give learners the opportunity to engage actively with their learning
- rooted firmly in the learner's experience, culture and environment so that they can make sense of their learning in their own terms
- chosen to be appropriate to the particular intended learning

In order to provide a balance between the acquisition of knowledge and understanding and the development of skills and attitudes learners need to be involved actively in their learning and be given opportunities during lessons to practise skills such as investigation, collaboration and critical thinking, and to be given opportunities through discussion and reflection to develop the desired attitudes and dispositions.

Approaches to teaching

In order to provide these opportunities, and to involve learners actively in their learning, teachers need to be more than providers of information. They need to be facilitators of learning, creating learning opportunities and constructing learning experiences. They need to be advisors and tutors, supporting and shaping learners' independent learning and partners in the joint learning process.

Approaches to learning

In order to be relevant to learners' life and to reflect the culture and local context, the information and concepts being learned need to be presented through real-life examples that make sense to the student within the context of their own experience. This has implications for the textbooks, which must contain such examples. It also has implications for teachers who must be able to find local contexts and examples to enhance learners' learning.

Assessment

Assessment needs to be **of learning** and **for learning**.

Assessment of learning enables teachers or the education system to make conclusive judgements about the quality and level of learning. This type of assessment is also referred to as 'summative' assessment, and typically takes place at the end of a topic, a course or a year. It can be used, for example, to inform parents about the student's achievement, or to determine whether a student should proceed to the next grade of schooling.

Assessment for learning enables teachers to determine strengths and weaknesses in learning, and how teaching and learning can be improved and enriched. It also enables learners to understand what they can do to improve their progress.

Teachers should continually assess for learning in both formal and informal ways. Formal testing is inappropriate for children in the ECD phase and the early grades.

Teachers should consider all the learning that the Curriculum Framework sets out. This involves subject knowledge but also the skills and attitudes that make up the competencies. Both the **assessment of learning** and the **assessment for learning** should target clear purposes and be based on these wider expectations of learning.

Enabling learning environments

In order to achieve the wider aims, the context and environment of learning need to be enabling. This means that the physical environment should be interesting and should stimulate learners' imaginations. It should encourage girls to participate and succeed. It should take account of learners with special educational needs. It should allow independent and practical learning to take place. The social environment should be encouraging and take account of different needs and concerns. Expectations should be high, and there should be personal support for all learners to meet the expectations.

Inspiring teaching and learning strategies

To achieve the range of aims, there needs to be a variety of approaches. Learners need to be involved in types of learning that reflect what is being learned. Teachers need to draw upon a wide repertoire of strategies that are appropriate to the particular learning that is intended.

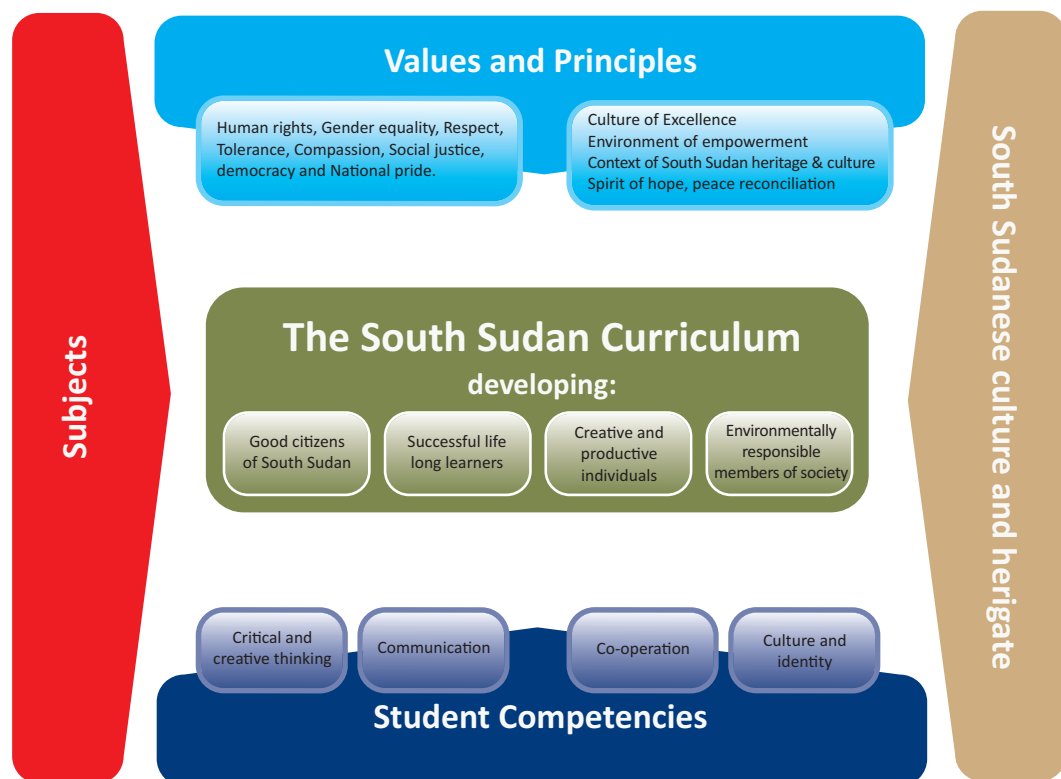


Section 4

The Overall Framework Model

If the whole curriculum is successful, then its aims will be achieved. So we can see the four elements of the Framework as contributing to a curriculum that successfully develops good citizens of South Sudan, independent life-long learners, confident and productive individuals and environmentally aware members of society.

The curriculum is more than any one of its elements, and when they all come together to produce successful learning, then the national vision can be realised and the national aims achieved.



This Curriculum Framework applies to all education from the Early Childhood Development Curriculum to S4. In combination with the subject syllabuses, it will lay the foundation for all young people of South Sudan to become Good Citizens, Successful Life-long Learners, Creative and Productive Individuals and Environmentally Responsible Members of Society.



Curriculum Framework

South Sudan

