



# Curriculum Framework

South Sudan



## 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.

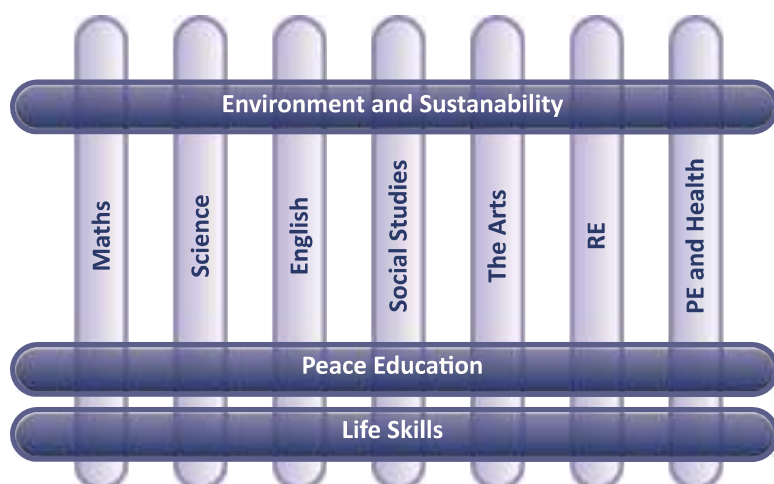
Peace Education has been deemed so important that it is also a separate strand within Social Studies, but some elements will also be integrated in other subjects. Some aspects of Life Skills

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.

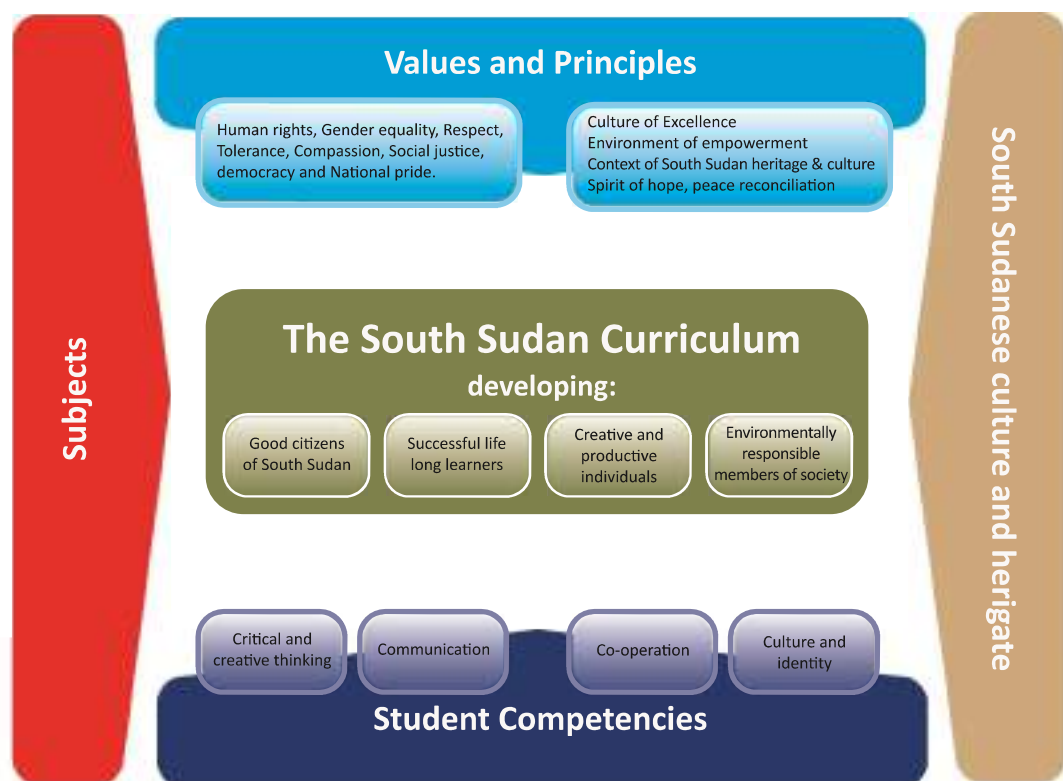


## Section 4

# 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.