

A Paper On Comparative Study Between The National Curriculum Of Sudan And The Curriculum Adopted In The Republic Of South Sudan After Independence In The Basic School Levels

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Abstract *The main purpose of this study is to investigate the reasons that made the Southern Government to adopt a new curriculum apart from the Sudan national curriculum through comparison between the two curricula in social studies in the basic schools in Southern Sudan after the Nivasha comprehensive peace agreement (January, 2005).*

The paper addresses the following questions;

1-why did the southern government adopted a new curriculum apart from the national curriculum?

2-Are there major differences between the national curriculum and the newly adopted curriculum in Southern Sudan?

3-Does the newly adopted curriculum take into consideration the impact of contextual factors on educational policy such as, (culture, environment, and ethnic values)?

The research samples were selected randomly, from administrators in the state Ministry of education headquarters to give their opinions in the Statements of questionnaire (1). The second sample was from basic school teachers selected randomly from the schools in Malakal town to cater for questionnaire (2).

The method implemented here is a comparative descriptive analytical approach method.

The tools used for data collection were, questionnaires, records, Interviews, and observation. The statistical procedures were followed for each hypothesis and were specified.

Assumptions made in that application were discussed and the results were interpreted.

Keywords: *National curriculum, South Sudan, CPA, Education*

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I. Introduction

Most of the countries in the world today are struggling to adopt a very advanced curriculum, more comprehensive, specific, liberal and democratic to meet the changing needs of their pupils and society (Pflugel *al*, 1987 & Tomas, 1990).

The crisis in the schools today is being caused by irrelevant curricula, inadequately trained teachers, a lack of teaching materials, lack of meaningful policies, inadequate innovations and confusion over differing values and philosophies. (Hawas, 1979, p34).

Following the comprehensive peace agreement era, (CPA) at Nivasha in Kenya, (Jan. 2005), the people liberation army/movement, (SPLA/M), came up with a new policy in the education of the south. They introduced their own curriculum for basic level and distributed their syllabus textbooks, with different topics, compared to the national curriculum to all the basic schools in the ten southern states. English was made a medium of instruction. (Yongm Bure, 1987).

The reasons behind this, according to AndrogaObur, (Dec. 2007), “The southern Sudan having faced decades of war is now in the process of establishing and developing a solid comprehensive educational curriculum to serve the people of south Sudan. It has been given the authority to do so by the comprehensive peace agreement (CPA) and the interim national constitution (INC). This is with the background of damage infrastructure, endemic poverty, and high level of illiteracy rates among the population” (Androga, Obur, Khartoum, Dec. 2007).

II. Methodology

Considerable sets of tools and techniques have been use to carry out this research.

The most methods used are comparative descriptive methods. The researcher had used two ways to analyze this research:

*A comparison between national curriculum and the newly adopted curriculum in the south based on the five cores competences of the research which are: The objectives, Administration, contents, teaching methods.

*The questionnaire

III. Research sample description

The first questionnaire is designed to (20) experts to answer the questions under the headings of aims administration.

The second questionnaire was designed to (80) teachers, of basic schools to answer the questions under the headings of contents, methods of teaching and evaluation.

The following are the description of samples' variables in form of tables, schedules bars and pie charts.

IV. Results and Discussion

4.1 Samples description:

Table (1). Frequency distribution of sample individual based on sex variable

| Sex | Number | Percentage |
|--------|--------|------------|
| Male | 18 | 90% |
| Female | 2 | 10% |
| Total | 20 | 100 |

Source, the researcher, 2009

The table (1) indicate that the majority of respondents sample are male (18) with 90% female (2) 10 %.

4.2 Social status:

Table (2). Frequency distribution of sample individual's base on social status variable

| Social status | Number | Percentage |
|---------------|--------|------------|
| Single | 4 | 10% |
| Married | 16 | 90% |
| Total | 20 | 100 |

Source, the researcher, 2007

Table (2) indicate that the majority of respondents sample are married (60) with 83.3% singles are (12) 16.7%.

4.3 Academic Status:

Table (3). Frequency distribution of sample individual's base on Academic status variable

| Academic status | Number | Percentage |
|-----------------|--------|------------|
| Secondary | 45 | 62.5% |
| University | 27 | 37.5% |
| Total | 72 | 100 |

Source, the researcher, 2009

The table (3) indicate that the majority of respondents are secondary school livers (45) 62.5% the rest are university graduate (27) 37.5%.

4.4 Term of services:

Table (4). Frequency distribution of sample individual's base on term of services variable

| Term of services | Number | Percentage |
|-------------------|--------|------------|
| Less than 5 years | 2 | 10% |
| 10__ 20 years | 3 | 15% |
| 20__ 30 years | 5 | 25% |
| More than 30 | 10 | 50% |
| Total | 20 | 100 |

Source, the researcher, 2009

The table (4) indicate that the majority of respondents are those who have spent more than 30 years in the services.

4.5 The scales:

The table (5) indicate that the majority of respondents sample are not graduate and they are of grade 14 (59) 81.9% the rest of the respondents are graduates.

1- The main purpose for adopting a new curriculum after CPA is that the national curriculum does not address the needs of the children in the South:

65% strongly agree, 30% agree 5% undecided

Result: The individual's sample is in favor of the option strongly agreed in first expression. It is due to the difficulty of the language used in the national curriculum and the Koranic phrases which are inserted through the social studies topics which are difficult to southern children.

The national curriculum aims at deploring Arab cultures:

55% strongly agree, 30% agree, 10% disagree, 5% undecided

Result: the individual's sample is in favor of the option strongly agreed in the 2nd expression. This indicates that the existing Arabic history in the national curriculum without any African history mentioned resulted to this alternative option.

The newly adopted curriculum aimed at understanding the family as an important social institution:

55% strongly agree, 5% undecided, 5% undecided, 5% undecided

Result: the sample's individuals is in favor of the option strongly agree, and that is falls as one of the general objectives of the social studies which is to demonstrates and of the social studies which is to demonstrates and understands population issue (the family) is one aspect which affects the quality of life in south Sudan.

-The adopted curriculum has given a great care to gender education:

45% strongly agree, 35% agree, 10% uneducated, 10 % disagree

Result: the sample of individuals is in favor of the option strongly agreed. In fact the gender enrollment has increased to 40% (2005).

There is a directorate of gender and social change for gender activities.

There is a proposal in the southern ministry of education to increase the portion of female teachers to encourage gender equity in education.

The school environment is being cared of in the newly adopted curriculum as an important issue for children success.

45% strongly agree 25% agree, 25% undecided, 5% disagree

Result: the sample of individual is in favor for the option strongly agrees in the tenth expression.

The environment is among the reasons as why the curriculum is adopted for southerners who claimed that their environment is being ignored in the national curriculum topics.

Contract for 21 schools is under evaluation.

There is no up-to date statistics for the school children in the state ministry of education:

35% agree, 25% disagree, 10% undecided, 10% strongly disagree 5% strongly disagree.

Result: There is no a conclusive opinion about the third expression. The offices in the state are handled by UN qualified staff due to lack of training.

4- Most of the key post in the state ministry of education is occupied by the staff that is not educations.

40% disagree 30% strongly disagree, 15% strongly agree, 10% agree, 5% undecided.

Result: There is no concrete idea on this statement from the sample's individual the option was disagree that is because most of the top positions are occupied by military members (SPLA).

- In the national curriculum the objectives of the lessons are not stated in the lesson plan.

45.8% disagree, 23.6% agree, 12.5% strongly agree, 11.1% strongly disagree, 6.9% undecided.

Result: the sample of individuals is in favor of the option disagreeing That is because the lessons objectives in the national curriculum are stated once in the subject book introduction.

- In the national curriculum for social studies the history of southern Sudanese personalities is not introduced.

38.9% agree, 26.4% strongly agree, 25% disagree, 8.3% strongly agree 1.4% undecided.

Result: The sample is in favor of the option agree that is an indication of why the southern Sudanese people decided to adopted a new curriculum apart from the national curriculum.

- Environment is being care of in the newly adopted curriculum for basic school levels in the south:

79% agree, 12.5% strongly agree, 6.9% disagree, 4.2% undecided, 1.4% strongly disagrees.

Result: the sample of individuals is in favor of the option agree

The environment is among the objectives of the establishment of the adopted curriculum in the south.

2- Core competence of teaching methods and Aids:

A great variety of learning materials are provided in the state basic schools:

43.1% agree, 23.9% disagree, 12.5% strongly disagree, and 9.7% strongly agree, 2.8% undecided.

Result: The sample of individuals is in favor of agree it was indicated in the report of primary teachers' programs of 2008 that great variety of teaching materials were bought and distributed to the schools of the south

- 900 curriculum syllabuses text books are already distributed to the states.

- Impostors hand books and training manual for teachers will be developed.

3- Core competence of evaluation

Teachers in the state use a variety of evaluation instruments and procedures such as tests, observation and interviews in the school.

69.4% agree, 15.3% strongly agree, 11.1% disagree, 2.8% strongly disagree, 1.4% undecided.

Result: The sample of individuals is in favor of the option agree teachers in the state used written and oral tests in the midterm examination and in the final terms examination.

A comprehensive system of cumulative records is maintained in the state basic schools.

47.2% disagree, 29.2% agree, 8.3% strongly agree, 8.3% undecided, 2.8% strongly disagree.

Result: The sample's individuals are in favor of the option disagreeing, the school evaluation is done on the final results for promotion to the next class.

1- Information about pupils in the state is obtained regularly from the parents:

56.9% agree, 18.1% strongly agree, 16.7% disagree, 5.6% undecided, 2.8% strongly agree.

Result: The sample of individuals is in favor of the option agreed. In the south the parents are the only source of information for their children.

2- Pupils progress in the basic state schools is evaluated continually and not in intervals.

44.4% agree, 29.2% disagree, 13.9% strongly agree, 8.3% strongly disagree, 4.2% undecided.

Result: The sample's individual answer is in favor of the option agreed. Student's progress is done twice a year in the mid-term and the final term.

3- In the state schools, teachers use the information they have about children to adapt instruction to individual differences.

72.2% agree, 15.3% strongly agree, 9.7% disagree, 1.4% undecided, 1.4% strongly disagrees.

Result: the sample individuals sample is in favor of the option agree. This is an indication that teachers resort information they have about children to adapt instruction to individual differences.

Research results:

1- Core competence results of Educational objectives:

1- The national curriculum does not address the children needs in the south.

2- The national curriculum aims is to deplore Arab cultures.

3- The nation curriculum is abandoned in the south because Arabic language is a medium of instruction.

4- The national curriculum is aiming to develop students spiritually through religion norms.

9- The adopted curriculum has given a great care for gender education in the south.

10-The school environment is being cared of in the newly adopted curriculum.

2- The core competence results of Educational administration:

1- Teacher's salaries are paid regularly in the state after (CPA).

4- Most of the key post in the state Ministry is educationist.

5- English is difficult to the teachers of Arabic background instruction.

6- Supervision in the state schools in done frequently.

V. Recommendations

1- The Federal Ministry of education should arrange to conduct joint workshops with the state Ministries of education in South Sudan on curriculum issues.

2- Teaching of communication skills is to be recognized as the first curriculum priority in the allocation of time, resources in the basic school curriculum, staff development , service policy , research work and curriculum development .

3- The basic school curriculum should be flexible enough to accommodate teachers of various levels of entry and experience.

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