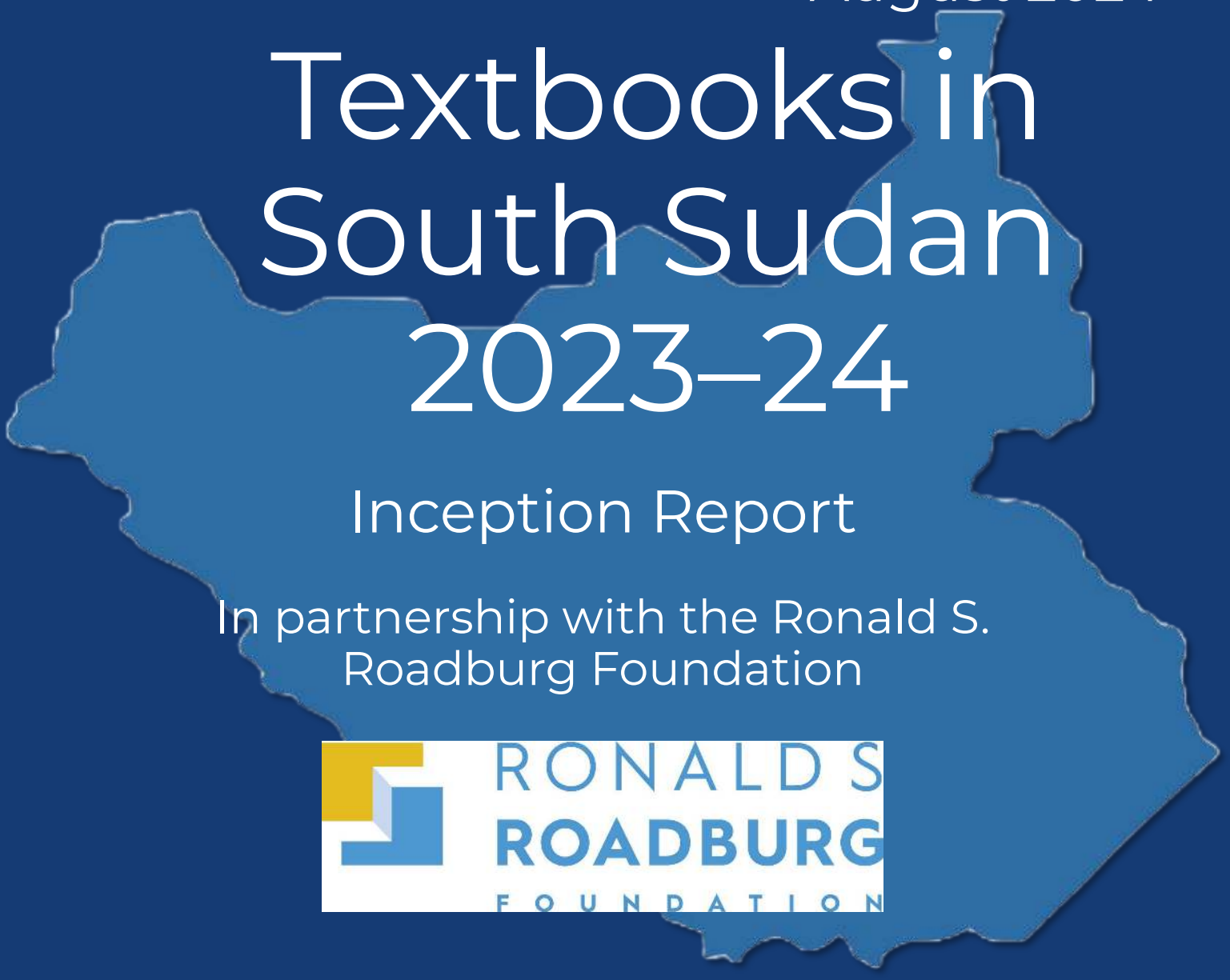
August 2024

Textbooks in South Sudan 2023–24

Inception Report

In partnership with the Ronald S. Roadburg Foundation



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IMPACT-se

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Main Findings

This IMPACT-se inception report examines a total of 18 textbooks which are available from the Ministry of Education's National Curriculum Development Centre website. The carefully selected sample of textbooks spans grades 4-12 and focuses on the subjects of English, Christian Religious Education, Social Studies, Citizenship Education, History and Geography.

Christian Influence in Education

The textbooks of South Sudan reflect a concerted effort to foster a sense of national unity, portraying a vision of cohesive nationhood. A prominent feature of the curriculum is the dominant presence of Christian beliefs, especially in the lower grades, where students are encouraged to embody Christian values. Lessons frequently offer faith-based explanations, even for scientific concepts, embedding religious perspectives into wide-ranging aspects of the academic framework. The portrayal of differing religious beliefs, such as Islam and traditional African religions, is primarily filtered through a Christian lens, presenting these faiths as very firmly secondary to the predominant religious group. However, the textbooks maintain generally well-meaning attitudes towards Islam, acknowledging religious differences, albeit providing limited information to students.

Ethnic Diversity, Politics and Government

The curriculum also recognizes the ethnic diversity within South Sudan, making references to various tribal practices and calling for unity, particularly between the Dinka and Nuer ethnic groups. However, the representation of the nation's political system overlooks some of the flaws of the country's democracy. There is a notable absence of critical acknowledgment of the fact that no elections have been held since independence in 2011. While some government officials and their actions receive a degree of criticism, President Salva Kiir is generally praised and appears above criticism, reflecting a skewed portrayal of the political landscape. Despite the claim that press freedom is enshrined in the constitution, the lessons suggest an underlying desire for censorship.

Human Rights and Peace Education

The textbooks underline the universality and importance of human rights, discussing human rights violations, including within a domestic context. Peace and national unity are emphasized as essential values, with students learning about methods to promote peace and apply conflict resolution in practical scenarios. International organizations are depicted positively, credited with participating in South Sudan's peacebuilding process, and the relationship with Sudan is portrayed

favorably, promoting friendship with neighboring East African countries.

Critiquing Colonial Legacy and Western Influence

The lessons present a balanced view of European colonialism, acknowledging both its advantages and drawbacks, but there is a predominantly negative perception of South Sudan's colonial legacy and the West's ongoing role in Africa. The impact of Turko-Egyptian rule is explored, with some criticism directed towards the Mahdist political movement. The curriculum addresses the Transatlantic Slave Trade and the plight of South Sudanese enslaved by Sudan, presenting these historical events in a detailed manner.

The curriculum reflects a favorable view of the United States, admiring it for its strong economy and global influence. China is also presented positively, depicted as a crucial ally in the development of Africa, highlighting its role in supporting African nations.

The Holocaust and the Arab-Israeli Conflict

The Holocaust and Jewish persecution are briefly covered in a unit on World War II, with accurate descriptions of the Holocaust provided in the context of the Arab-Israeli conflict. A grade 12 history unit focuses heavily on the Arab-Israeli conflict, presenting it as a defining issue of the Middle East. The language used is largely objective, but the unit contains factual errors and omissions that hinder a comprehensive understanding of the issues and motivations of either side. Some insensitive language may contribute to negative sentiments, particularly towards Jews and Israelis.

Gender Equality

Women are depicted positively in a variety of roles, with an attempt to reconcile cultural traditions with fair treatment and gender equality. Gender equality is linked to peacebuilding and prosperity. However, the textbooks reveal inconsistent attitudes towards Female Genital Mutilation (FGM).

Acknowledgements

The Institute for Monitoring Peace and Cultural Tolerance in School Education (IMPACT-se) is very grateful to the Ronald S. Roadburg Foundation for making this report possible.

IMPACT-se's research involves the analysis of thousands of pages of textbooks, measured against UNESCO-based standards of peace and tolerance.

Our appreciation goes to Dr. Yosa Wawa, Associate Professor of History at the School of Education at the University of Juba, South Sudan, whose advice and guidance has been instrumental.

We thank our researchers Carola Ducco, Eliana Shababo, Jack Segrue, Dechen Rabgyal and Vlada Pecena for their work, without which this research would not have been possible. Our thanks as well to Talia Glazer for editing.

Thanks to our research team Dr. Yonatan Negev and Itam Shalev, for their insights and incisive comments on this report. We also thank our communications team Dan Kosky and Layla Jaffe for their advice and input.

Finally, our thanks to IMPACT-se's CEO Marcus Sheff and COO Arik Agassi, for their leadership, guidance, and insight throughout the process.

National Identity and Christian Values

Emphasis on Christian beliefs

1. *Christian Religious Education (CRE)*, Grade 5, p. 13

Christian values are portrayed as essential to living a good life.

The sacrifice of Isaac was the greatest test of Abraham's faith. He obeyed God because he had great faith in Him. Abraham put God first in everything he did. As Christians, we should obey God in everything we do. This will make us the children of God.

Fun Point

Sing the following chorus

Trust and obey,
For there is no other way,
To be happy in Jesus,
But to trust and obey.

2. *English*, Grade 7, p. 40

The lesson praises Christianity in reference to its role in the declaration of South Sudan's independence. In the lead-up to independence, Christians and the Church played a vital role by advocating for peace, raising global awareness, providing humanitarian aid, and promoting education. However, the focus on Christians does minimize the significant role of traditional African communities in bringing about independence.

Presidents in sleek shiny cars,
Came from all corners and far;
Gracing the day, a new South Sudan.
Thanks to all; Christians and Bush too.
Soon the flag of Sudan was lowered;
And the new South Sudan flag towered.

3. *Christian Religious Education (CRE)*, Grade 6, pp. 2-3

Students learn that God created human beings and the universe. While it is entirely understandable that students would learn the Christian idea of how the world was created in a CRE textbook, it is interesting to note that the home assignment following the lesson appears to make a distinction between God-made creations and man-made creations, suggesting that there is a factual separation between the two.

Learning point

Environment refers to everything around us. It consists of all the things in the surrounding.

We refer to God as our father because he created human beings and provides. God created the universe and everything that exists in it. The creation was everything out of nothing. The creation of the universe was in six days.

On the first day, God created day and night.

Home assignment

1. When you go home, take a walk around your home.
   a) Identify things created by God. Write them down.
   b) Identify things made by man. Write them down.
2. Compare and contrast between (a) and (b) above.

4. *History,* Grade 9, p. 135

The below textbook features an exercise on the challenges facing Christians and missionaries in South Sudan, which is framed around a Christian normative viewpoint.

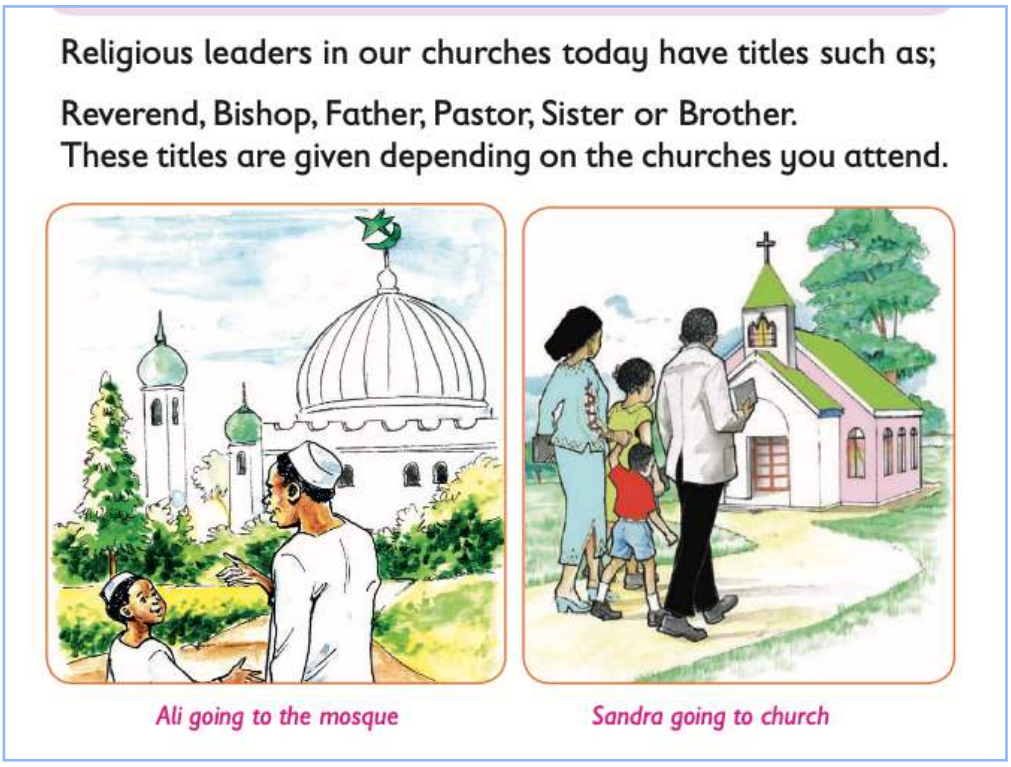
End of Unit Exercise

1. If you were a missionary in South Sudan today, what are some of the vices you would address. Write your answers down.
2. Despite the achievement of independence in South Sudan and improvements in security in the country, both missionaries and Christians face several challenges. Discuss with your friend the challenges they face.

Attitude towards Islam

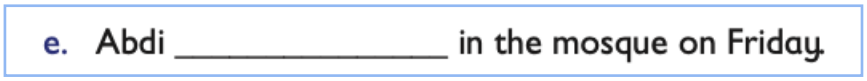
5. *Christian Religious Education (CRE)*, Grade 5, p. 16

The textbook depicts a positive representation of Afro-Arab culture and highlights the peaceful nature of Islam alongside Christianity, showing that good relations between the two are possible to increase tolerance and reduce hostility.



6. *English,* Grade 5, p. 33

This reference to a mosque shows tolerance towards Islam, promoting multiculturalism and unity by accepting different faiths. It is worth noting that the name *Abdi* is used as a proper noun in Somalia; however, in Sudan, *Abdi* is used in a derogatory manner to refer to people from Darfur or South Sudan.



7. *Christian Religious Education (CRE)*, Grade 6, p. 55

This example teaches about the Muslim festival of Eid, and refers to how Islam promotes peace. This teaches students the importance of tolerance and acceptance of other religions by helping to break down stigmas against Afro-Arabs and helping to bridge relationships between communities.

Eid prayer is followed by the sermon and then a supplication asking for forgiveness, mercy, peace and blessings of the living beings.

8. *Christian Religious Education (CRE)*, Grade 5, p. 52

The below example teaches about Muslim tradition in an objective, respectful manner. Students learn that while Muhammed and his followers were "treated harshly," they "did not hate [their] enemies"; by teaching that Islam is a peaceful religion, this passage helps to promote unity and non-violence.



Muhammad praying

Angel Gabriel showed Muhammad some words believed to be from God. He therefore started preaching what God had told him. People did not like his message. He and his followers were treated harshly but he did not hate his enemies.

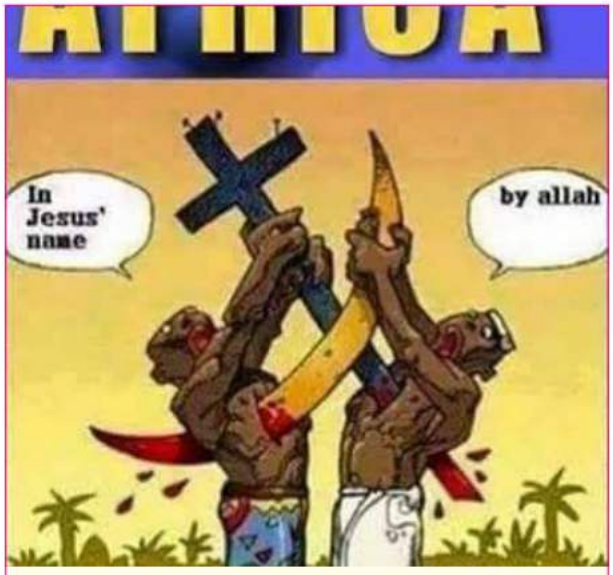
9. *History,* Grade 10, p. 126

This textbook accurately describes the dangers of terrorism to peace and stability in Africa, and does not explicitly link Islam with Islamic extremism (Al Qaeda, Al Shaabab, etc). The passage below offers an insight into how ongoing terrorism is enabling the continuation of violence in Africa. It places a particular focus on the failures of leadership in preventing violence. Thus, students are taught to adopt a critical approach to government, and understand the dangers of terrorism without stigmatizing Muslims.

3. Terrorism

Terrorism has contributed to conflicts in Africa. In Kenya for example terrorism has lead to violence due to its proximity to Somalia which has been known to have links with extremist groups such as Al Qaeda and Al shabaab. Lack of beneficial leaders in Africa after independence has also contributed to out break of conflicts. African leaders are selfish and have no desire to share power. This has contributed to outbreak of revolutions as people struggle to out such leaders for example in Egypt.

Source 5



To what extend do you think that current conflicts in Africa are related to the religions animosity shown in the image?

10. *History,* Grade 11, p. 111

Discussion on difference between Muslims and Hindus in the Mughal Empire, and Christians and Muslims in South Sudan. This question on Muslims and Hindus in the Mughal Empire encourages students to think critically about interreligious tensions in the modern day, addressing tensions over religious diversity.

> 5. With reference to the relationship between Muslims and Hindus in the Mughal Empire, describe the relationship between Christians and Muslims in South Sudan.

11. *History,* Grade 12, pp. 93-97

There is a strong emphasis on religious differences, ostensibly taught from a Christian perspective. While the lesson teaches about Islam, it does so from a detached perspective which assumes that the dominant religious belief is Christianity.



Class work

Muslims to recite a prayer and show how they pray facing Mecca.

Muslims pray five times a day facing Mecca. Find out about these prayers. If these are Muslim students in the class they can inform the groups. If not, it would be useful to invite a resource person into class.

12. *History,* Grade 9, p. 127

The coming of missionaries to South Sudan is characterized as being a force of good "to counter the spread of Islam," and as being motivated by a desire to abolish the slave trade. While accurate in essence, this reasoning may create some animosity towards Muslim students without further explanation provided.

Reasons for the coming of missionaries to South Sudan

1. They came to spread Christianity.
2. To counter the spread of Islam which had spread widely.
3. To abolish slave trade which had for long existed in the area. The slave trade had began during Trans-Atlantic Trade in the 19th Century.

Minority representation

13. *English,* Grade 5, p. 79

The Maasai tribe, a large minority group within South Sudan, is depicted in a positive light. Students are educated on the different cultures and practices of the Maasai within South Sudan, promoting tolerance and building greater understanding of different groups.

The Maasai tribe

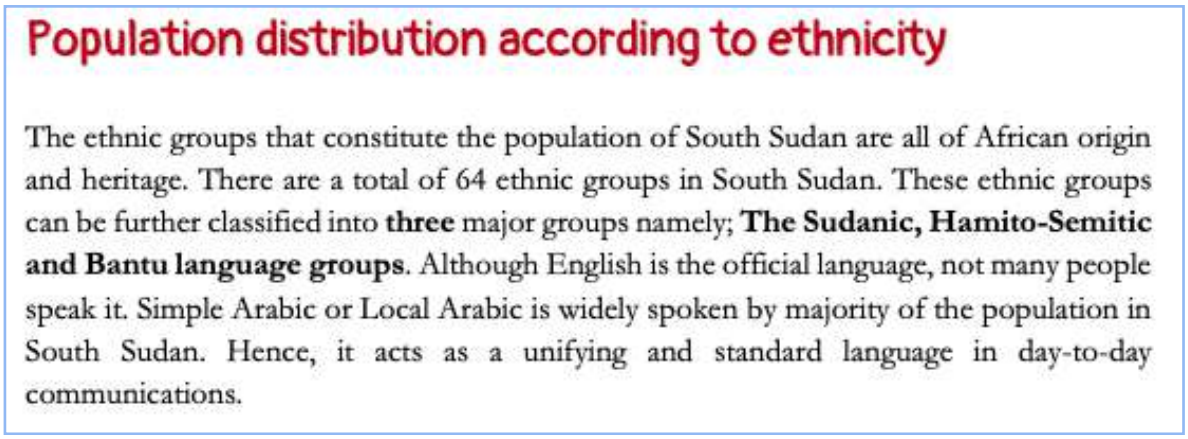


The warrior is of great importance and a source of pride in the Maasai culture. To be a Maasai is to be born into one of the world's last great warrior cultures. From boyhood to adulthood, young Maasai boys begin to learn the responsibilities of being a man and a warrior. The role of a warrior is to protect their animals from human and animal predators, to build manyattas (Maasai homes) and to provide security to their families.

Through rituals and ceremonies, including circumcision, Maasai boys are guided and mentored by their fathers and other elders on how to become a warrior. Although they still live their carefree lives as boys - raiding cattle, chasing young girls, and game hunting - a Maasai boy must also learn all of the cultural practices, customary laws and responsibilities he will require as an elder.

14. *Geography,* Grade 10, p. 106

The below example gives a detailed and accurate description of South Sudan's varied demographic makeup. There is an emphasis on the ethnic diversity of South Sudan, therefore encouraging tolerance and acceptance of different groups. Students are educated on the need to interact with people different to themselves and be able to interact outside of their own ethnicity. Crucially, the text acknowledges Arabic as the most widely spoken language in South Sudan; the textbook does not hint at the superiority of the English language, nor does it suggest that speaking Arabic is of lesser value. This is important in a country where the Muslim minority who partake in Afro-Arab traditions can face discrimination from the Christian majority.

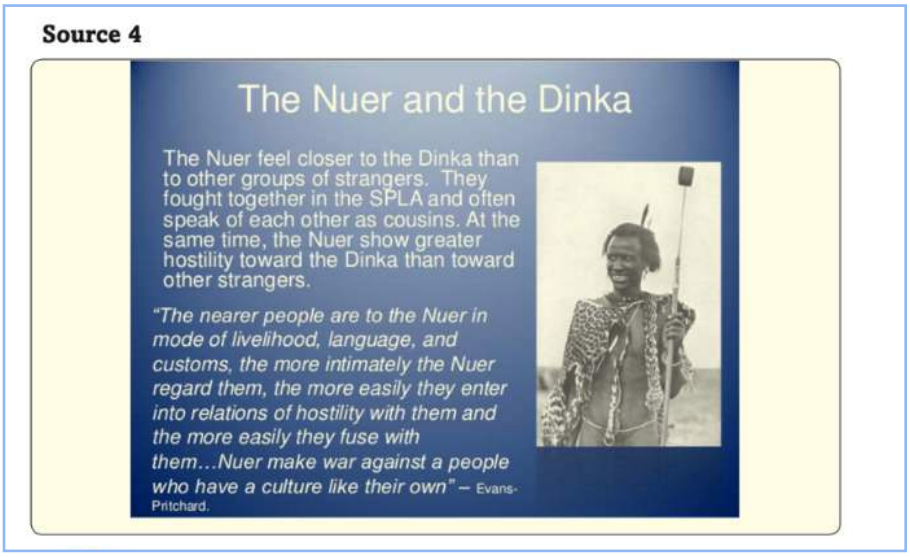


Population distribution according to ethnicity

The ethnic groups that constitute the population of South Sudan are all of African origin and heritage. There are a total of 64 ethnic groups in South Sudan. These ethnic groups can be further classified into **three** major groups namely; **The Sudanic, Hamito-Semitic and Bantu language groups**. Although English is the official language, not many people speak it. Simple Arabic or Local Arabic is widely spoken by majority of the population in South Sudan. Hence, it acts as a unifying and standard language in day-to-day communications.

15. *History,* Grade 9, pp. 59, 63

The textbook teaches about the Nuer and Dinka ethnic groups. While the passage highlights the ongoing tensions between these two groups, it also draws attention to their similarities in terms of culture and language.



Source 4

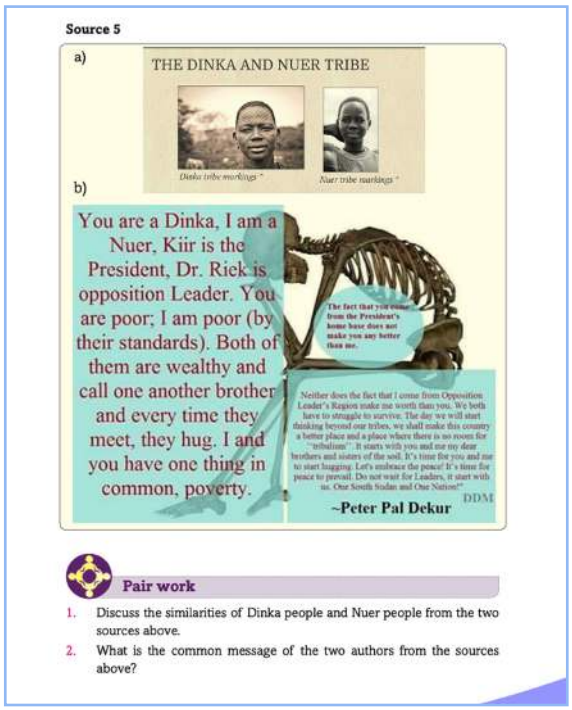
The Nuer and the Dinka

The Nuer feel closer to the Dinka than to other groups of strangers. They fought together in the SPLA and often speak of each other as cousins. At the same time, the Nuer show greater hostility toward the Dinka than toward other strangers.

"The nearer people are to the Nuer in mode of livelihood, language, and customs, the more intimately the Nuer regard them, the more easily they enter into relations of hostility with them and the more easily they fuse with them…Nuer make war against a people who have a culture like their own" – Evans-Pritchard.

(p. 59)

The below letter calls for unity between the ethnic Nuer and Dinka groups, instilling a shared sense of purpose by identifying poverty as a common enemy. The lesson draws on the powerful example of cooperation between the president and opposition leader to bridge the divide between the two groups.



Source 5

a)

THE DINKA AND NUER TRIBE

b)

You are a Dinka, I am a Nuer, Kiir is the President, Dr. Riek is opposition Leader. You are poor; I am poor (by their standards). Both of them are wealthy and call one another brother and every time they meet, they hug. I and you have one thing in common, poverty.

The fact that you come from the President's home base does not make you any better than me.

Neither does the fact that I come from Opposition Leader's Region make me worth than you. We both have to struggle to survive. The day we will start thinking beyond our tribes, we shall make this country a better place and a place where there is no room for "tribalism". It starts with you and me my dear brothers and sisters of the soil. It's time for you and me to start hugging. Let's embrace the peace! It's time for peace to prevail. Do not wait for Leaders, it start with us. One South Sudan and One Nation!"

DDM

~Peter Pal Dekur

Pair work

1. Discuss the similarities of Dinka people and Nuer people from the two sources above.
2. What is the common message of the two authors from the sources above?

(p. 63)

16. *Geography,* Grade 10, p. 107

This passage on religious demographics in South Sudan recognises Islam and traditional African religions, but they are only briefly mentioned. The textbook fails to expand on the religiously-motivated conflict that has impacted South Sudan's history. In this example, religion is considered to be a unifying factor which binds the nation together in peace. This ignores how religion has heightened the conflict in South Sudan, significantly increasing regional and ethnic tensions. Furthermore, Christianity is dominant in this discussion on religion, as evidenced by the in-depth explanation of different Christian sects compared with the small footnote on other religious beliefs. Furthermore, tribal African beliefs are conflated with animism as a way of undermining the traditions of these faiths and to demean their religious and cultural value in society. The example therefore impedes students' understanding of other religions and minority groups.

Population distribution according to religion

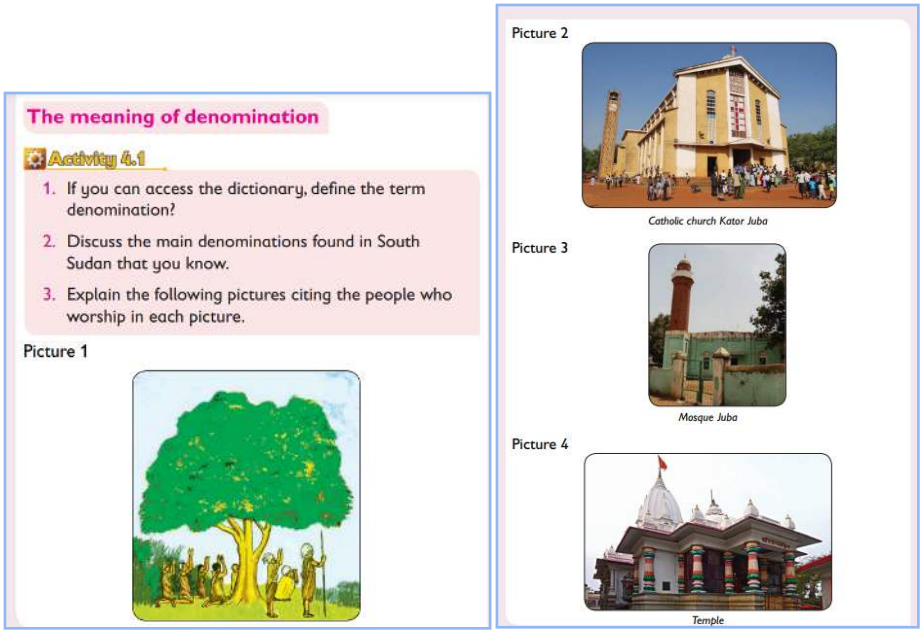
Religion is an important spiritual, social and economic aspect in South Sudan. Socially, religion is considered a unifying factor in a country that has been ravaged by decades of civil war. Religion has been used to bridge the ethnic differences in the country which are the leading causes of war.

The groups that make up the majority of Christians are the Roman Catholic, Episcopal, Presbyterian, Pentecostal, Sudan Interior Church, Presbyterian Evangelical, and the African Inland Church. Smaller populations of the Seventh-day Adventists, Jehovah's Witness, Eritrean Orthodox, Ethiopian Orthodox, Coptic Orthodox and Greek Orthodox are also present. A substantial part of the population in isolated parts of the country adheres to indigenous beliefs or combines Christianity, Islamic and indigenous practices.

The Roman Catholic Church makes up 37.2%, Protestant churches and other forms of Christianity 36.5%, Traditional African beliefs and animism 19.7%, Islam 6.2% and other beliefs 0.4%.

17. *Christian Religious Education (CRE)*, Grade 6, pp. 42-43

The textbook mentions traditional African religions, and features diverse places of worship.



The meaning of denomination

Activity 4.1

1. If you can access the dictionary, define the term denomination?
2. Discuss the main denominations found in South Sudan that you know.
3. Explain the following pictures citing the people who worship in each picture.

Picture 1

Picture 2

Catholic church Kator Juba

Picture 3

Mosque Juba

Picture 4

Temple

18. *Geography,* Grade 10, p. 1

The below example recognises that Arabic is widely spoken in South Sudan, alongside English. This is an important observation in a country where there are tensions between Muslim and Christian groups, as it helps to legitimise the longstanding Afro-Arab culture in South Sudan, and encourages tolerance.

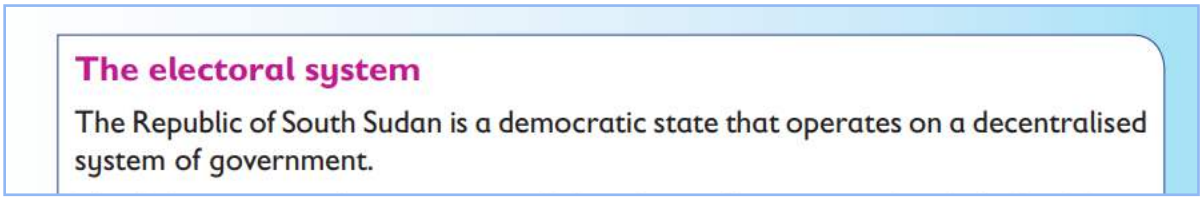
South Sudan is a landlocked country with a border stretch of 4,797 Km. It gained independence from Sudan in 2011. The country covers an area of 640,000 sq. km (239,285 sq. miles). The Official language in South Sudan is English while simple Arabic is widely spoken. Other languages include the 64 national languages. According to the most recent census the population of South Sudan is 12,785,459 people.

Government, Politics and Human Rights

Local and National Government

19. *Citizenship,* Grade 10, p. 3

Students learn that South Sudan is a democratic state, despite the fact that elections have not been held since the country gained independence in 2011.

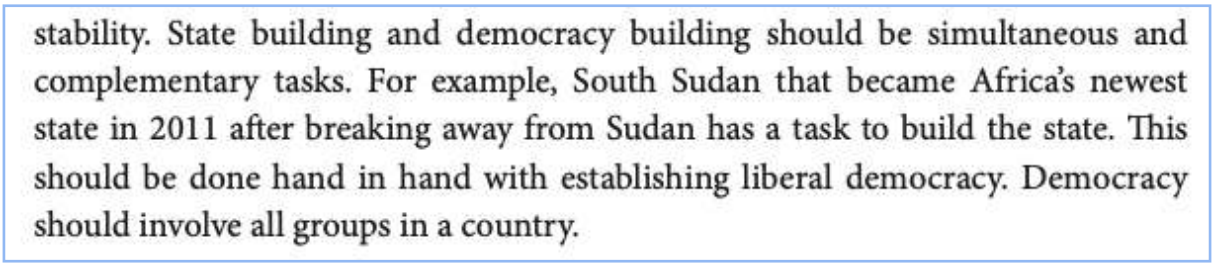


The electoral system

The Republic of South Sudan is a democratic state that operates on a decentralised system of government.

20. *History,* Grade 10, p. 99

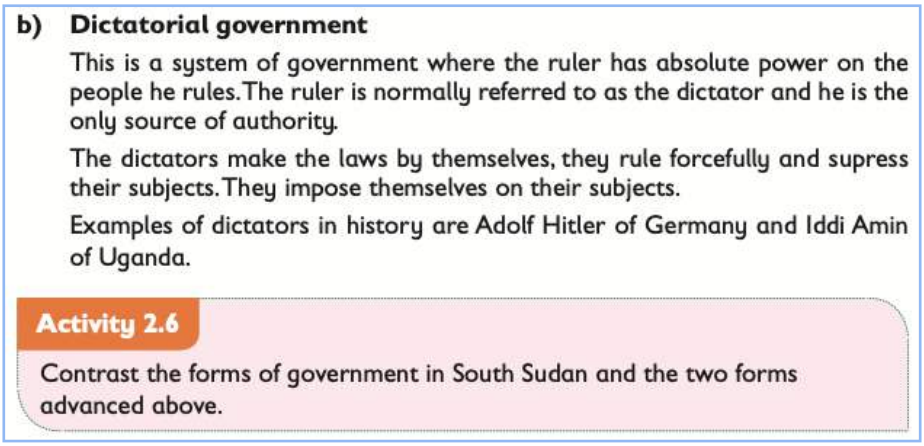
Students learnt that there is a need to develop a democratic system in South Sudan. It is highly encouraging that students are taught the idea that it is imperative to move towards a liberal democracy in South Sudan, particularly given the reality of the fraught political situation on the ground.



stability. State building and democracy building should be simultaneous and complementary tasks. For example, South Sudan that became Africa's newest state in 2011 after breaking away from Sudan has a task to build the state. This should be done hand in hand with establishing liberal democracy. Democracy should involve all groups in a country.

21. *Citizenship,* Grade 9, pp. 18, 23

The textbook discusses the elements of a dictatorial government; this is crucial, as by teaching students about the concept of dictatorship, this lays the foundation for preventing this abuse of power in the future. That said, the example teaches that there is an inherent difference between the existing government under President Salva Kiir and that of a dictatorship, which is undermined by South Sudan's failure to hold elections since independence, allegations of media censorship, and suppression of civilian opposition. This may prevent students from forming accurate opinions of the government.



b) Dictatorial government

This is a system of government where the ruler has absolute power on the people he rules. The ruler is normally referred to as the dictator and he is the only source of authority.

The dictators make the laws by themselves, they rule forcefully and supress their subjects. They impose themselves on their subjects.

Examples of dictators in history are Adolf Hitler of Germany and Iddi Amin of Uganda.

Activity 2.6

Contrast the forms of government in South Sudan and the two forms advanced above.

(p. 23)

The Parliament of South Sudan is incorrectly defined as an elected body of government, despite the fact that there have not been elections in South Sudan since its independence in 2011. This failure represents the undemocratic nature of its parliament and government. Consequently, this example represents an attempt by the textbook to legitimise an unelected body, and persuade students they are being accurately represented, when in reality their political freedom and autonomy are severely restricted.



The Parliament of South Sudan (The legislature or the National Assembly)

A **parliament** is a legislative, elected body of government.

Generally, a parliament has three main functions:

- Representing the people.
- Making laws.
- Overseeing the government through hearings and inquiries.

(p. 18)

22. *English,* Grade 7, pp. 71, 73

The below poem displays an overtly positive and somewhat biased description of South Sudanese President Salva Kiir. In the poem, Kiir is praised for his success in declaring independence for the people of South Sudan, while ignoring his failure to hold free and fair elections or allow for political opposition. In this way, the poem legitimises dictatorship, limitations on freedom of speech, and the lack of political freedom in South Sudan.

Salva Kiir: The Tiger of South Sudan

O Earth! O Heaven! O Void!

Behold the warrior, the liberator,

The victor of all times

Wearing white crystal sublime

Feather of an ostrich on his head

In the art of war, he grasps bullet,

Crushing them in the air by hands

In the science of politics,

He rule the wind

On his leaf of marble engrave

No alphabet of gaffe and blame

* * * * *

In long scope of life

He took a risk

At risk of cutting his hand he raised

Fundamental problem by hand

At risk of harming his legs

He ran in thorny bush without shoes

At risk of losing his life

He fought in battle of century

At verge of failing liberation

He's resolute in thought and action

At Sudan's critical crisis time

He judiciously declared the independence

At winning victories in war and politics

He is magnanimous with vanquished

23. *History,* Grade 10, p. 82

The below example reveals an honest, critical perspective on South Sudanese government officials. The passage both praises the leaders of South Sudan in their achievement of independence for the people, while also opening up a conversation about issues facing the government today, such as corruption and a "military mentality." This helps students to develop critical thinking skills, and to form unbiased opinions on their country.



(v) This struggle was able to give rise to charming leaders who led and enlightened the Southerners well creating political awareness to them.

Activity 9: The post-independence challenges and the importance of peace

(i) There has been conflicts with Sudan as they fight over oil wells.

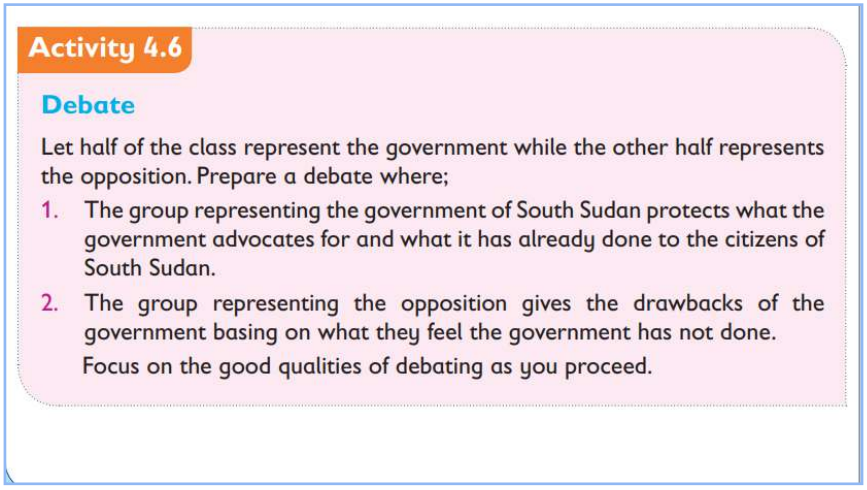
(ii) Domestic challenges. Most of the top leadership of South Sudan still have military mentality making them possess dictatorship characters.

(iii) Corruption has reached unprecedented levels among top government officials.

(iv) There has been leadership wrangles among top government officials. President Salva Kiir Mayardit has had a difference with his Vice-President Riek Machar.

24. *Citizenship,* Grade 10, p. 38

Students are encouraged to debate and criticize government actions.



Activity 4.6

Debate

Let half of the class represent the government while the other half represents the opposition. Prepare a debate where;

1. The group representing the government of South Sudan protects what the government advocates for and what it has already done to the citizens of South Sudan.
2. The group representing the opposition gives the drawbacks of the government basing on what they feel the government has not done.

Focus on the good qualities of debating as you proceed.

Press Freedom

25. *Citizenship,* Grade 9, p. 6

The below example teaches about the importance of freedom of expression in South Sudan, which is important as this prepares students to identify and combat censorship. However, it suggests that freedom of expression and independence of the media are true realities in South Sudan.

Freedom of expression and media

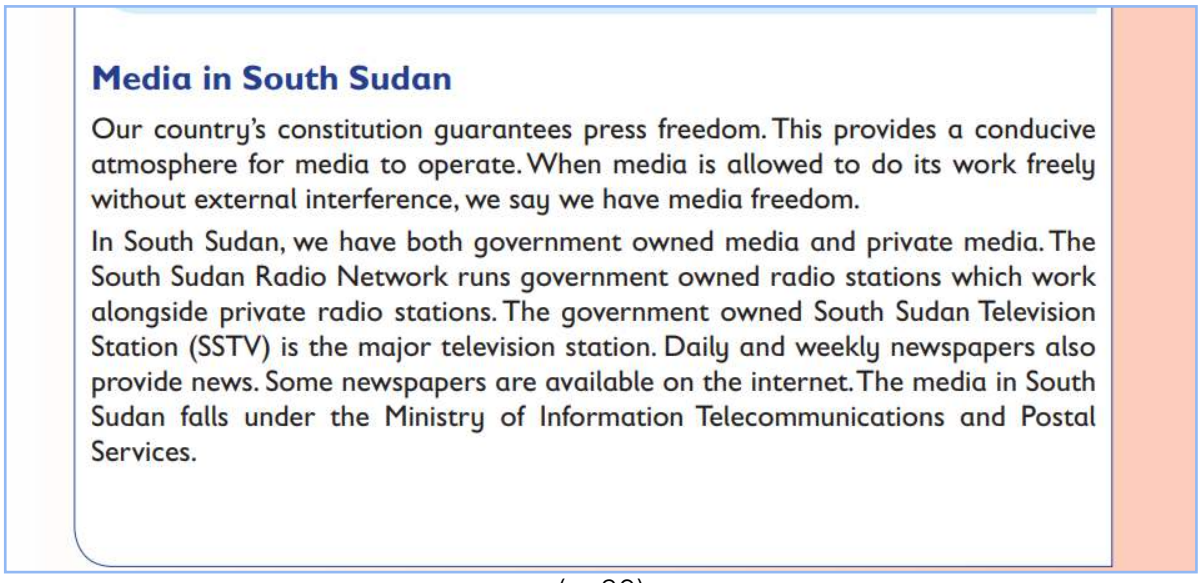


Media should be given freedom to write and report what is happening.

Every citizen has the the freedom of speech. No citizen should be harassed for speaking their mind.

26. *Citizenship,* Grade 10, pp. 39, 45, 46-47

Students are taught that press freedom is enshrined in the constitution.

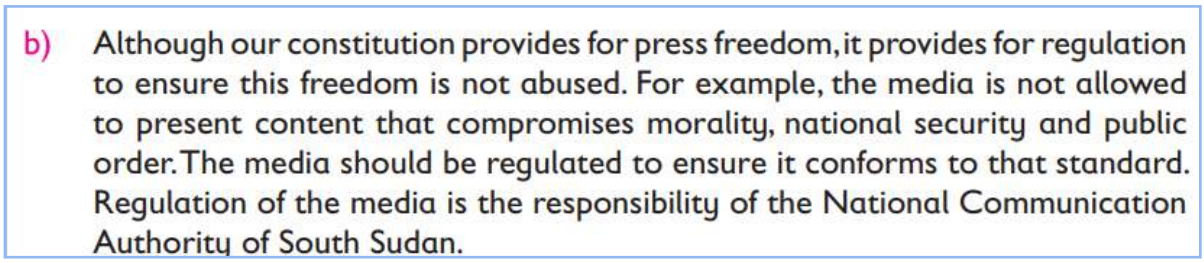


Media in South Sudan

Our country's constitution guarantees press freedom. This provides a conducive atmosphere for media to operate. When media is allowed to do its work freely without external interference, we say we have media freedom.

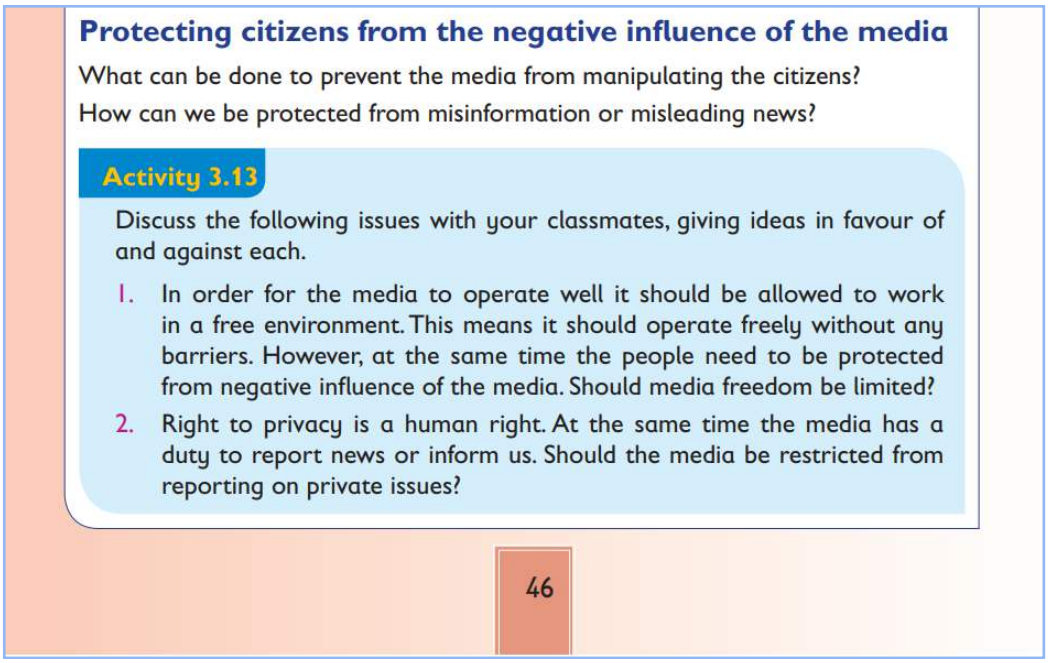
In South Sudan, we have both government owned media and private media. The South Sudan Radio Network runs government owned radio stations which work alongside private radio stations. The government owned South Sudan Television Station (SSTV) is the major television station. Daily and weekly newspapers also provide news. Some newspapers are available on the internet. The media in South Sudan falls under the Ministry of Information Telecommunications and Postal Services.

(p. 39)



b) Although our constitution provides for press freedom, it provides for regulation to ensure this freedom is not abused. For example, the media is not allowed to present content that compromises morality, national security and public order. The media should be regulated to ensure it conforms to that standard. Regulation of the media is the responsibility of the National Communication Authority of South Sudan.

Nonetheless, the same textbook asks students if media freedom should be limited in order to protect people from the "negative influence" of the media, which hints at a desire for censorship. This includes content that compromises "morality, national security and public order."



Protecting citizens from the negative influence of the media

What can be done to prevent the media from manipulating the citizens?

How can we be protected from misinformation or misleading news?

Activity 3.13

Discuss the following issues with your classmates, giving ideas in favour of and against each.

1. In order for the media to operate well it should be allowed to work in a free environment. This means it should operate freely without any barriers. However, at the same time the people need to be protected from negative influence of the media. Should media freedom be limited?
2. Right to privacy is a human right. At the same time the media has a duty to report news or inform us. Should the media be restricted from reporting on private issues?

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(pp. 46-47)

In a lesson on the negative influence of the media, one such negative influence is foreign cultures and lifestyles, perceived as corruptors of traditional culture.

iii. Sometimes what we see, read and hear in the media influences us to admire foreign cultures. We get the impression that foreign lifestyles are better than ours. We then copy such lifestyles, culture and behaviour and abandon our good culture. Examples are styles of dressing, food, dating, and social behaviour. Sometimes we take up habits such as drinking, smoking and dangerous sex practices.

(p. 45)

27. *History,* Grade 10, p. 132

The textbook raises positive awareness of the restrictions on media freedom in South Sudan. While important, this limited information prevents students from forming opinions on the extent to which freedom of expression is upheld or denied in South Sudan.

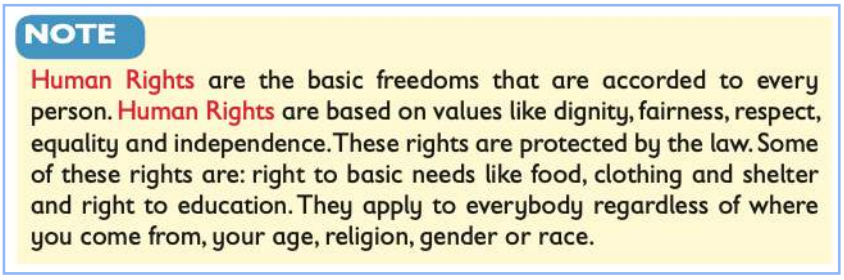
Media freedom is fragile in South Sudan. There is existence of armed groups, weak legal institutions and political pressure which undermine free reporting.

Fig. 7.5: Salva Kiir the president

Human Rights

28. *English,* Grade 7, p. 15

There is a strong sense of universality around the definition of human rights. The example places an emphasis on the indiscriminatory and universal nature of human rights, which helps to promote respect, tolerance, and inclusion.

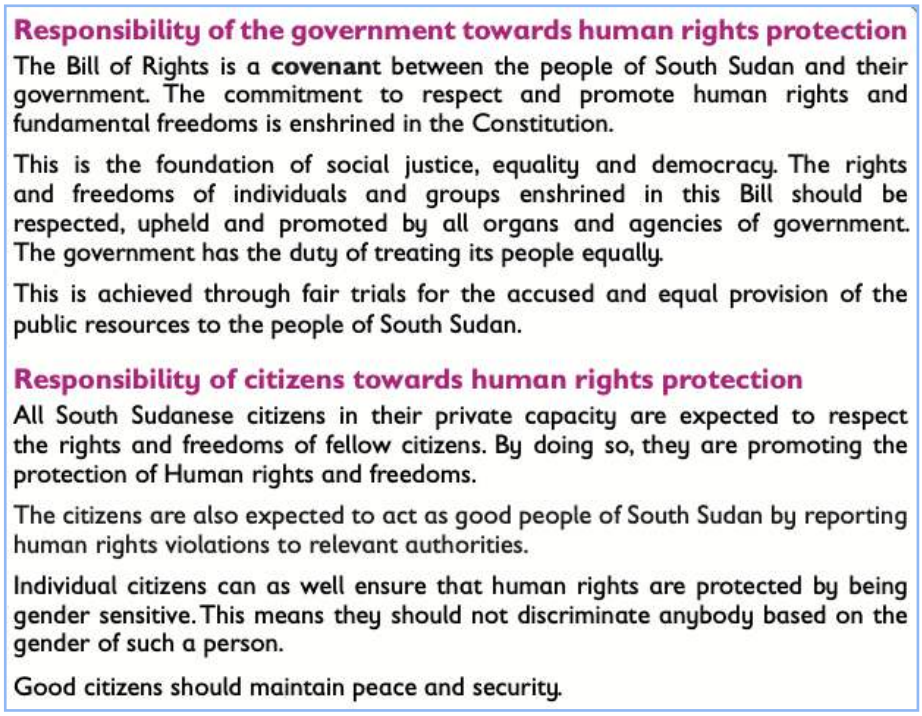


NOTE

Human Rights are the basic freedoms that are accorded to every person. Human Rights are based on values like dignity, fairness, respect, equality and independence. These rights are protected by the law. Some of these rights are: right to basic needs like food, clothing and shelter and right to education. They apply to everybody regardless of where you come from, your age, religion, gender or race.

29. *Citizenship,* Grade 9, p. 9

The textbook outlines the importance of upholding human rights to ensure peace and unity in society. Students are taught that citizens have a responsibility to respect human rights, which helps to promote a tolerant and equal society that can move away from the sustained conflict it has witnessed towards a society of peace. However, the passage inaccurately suggests the government is effective in protecting human rights, and appropriately polices itself through "fair trials for the accused" and "equal provision of the public resources." This is undermined by documented violations which have occurred, including the execution of civilians by government forces and censorship of the media.



Responsibility of the government towards human rights protection

The Bill of Rights is a **covenant** between the people of South Sudan and their government. The commitment to respect and promote human rights and fundamental freedoms is enshrined in the Constitution.

This is the foundation of social justice, equality and democracy. The rights and freedoms of individuals and groups enshrined in this Bill should be respected, upheld and promoted by all organs and agencies of government. The government has the duty of treating its people equally.

This is achieved through fair trials for the accused and equal provision of the public resources to the people of South Sudan.

Responsibility of citizens towards human rights protection

All South Sudanese citizens in their private capacity are expected to respect the rights and freedoms of fellow citizens. By doing so, they are promoting the protection of Human rights and freedoms.

The citizens are also expected to act as good people of South Sudan by reporting human rights violations to relevant authorities.

Individual citizens can as well ensure that human rights are protected by being gender sensitive. This means they should not discriminate anybody based on the gender of such a person.

Good citizens should maintain peace and security.

30. *English,* Grade 7, p. 18

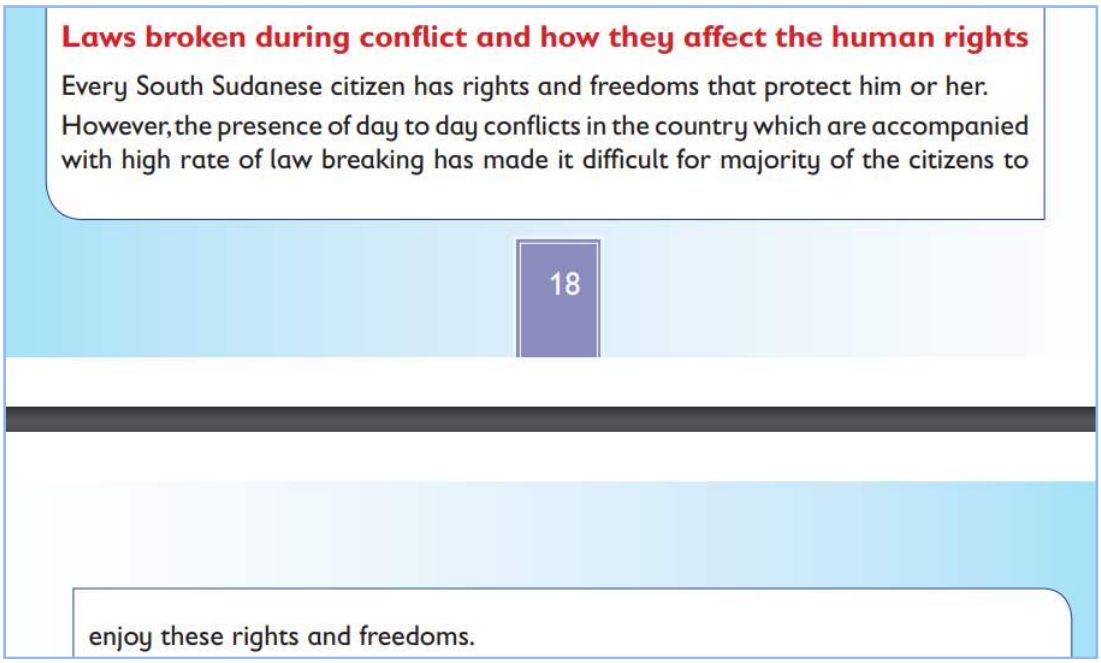
The following example presents similar issues: by asking students to discuss existing steps the government has taken to safeguard human rights, the question assumes the government is currently taking action against human rights violations, despite these being well-documented within the international community. In contrast, the phrasing of the final question implies that students should take steps independent of the government to protect their own rights, instead placing this responsibility on civilians.

1. Name any Human Right that you know.
2. Disscuss the steps the Government of South Sudan has taken in the effort to protect Human Rights.
3. Name one of your rights that has been violated. What did you do about it?

(p. 18)

31. *Citizenship,* Grade 10, pp. 18-19

This example discusses human rights violations in South Sudan, explaining that human rights are frequently undermined during internal conflicts, which result in a "high rate of law breaking" as part of this trend. No further details or examples are provided to illustrate such crimes, or how they can compromise people's rights and freedoms.



Laws broken during conflict and how they affect the human rights

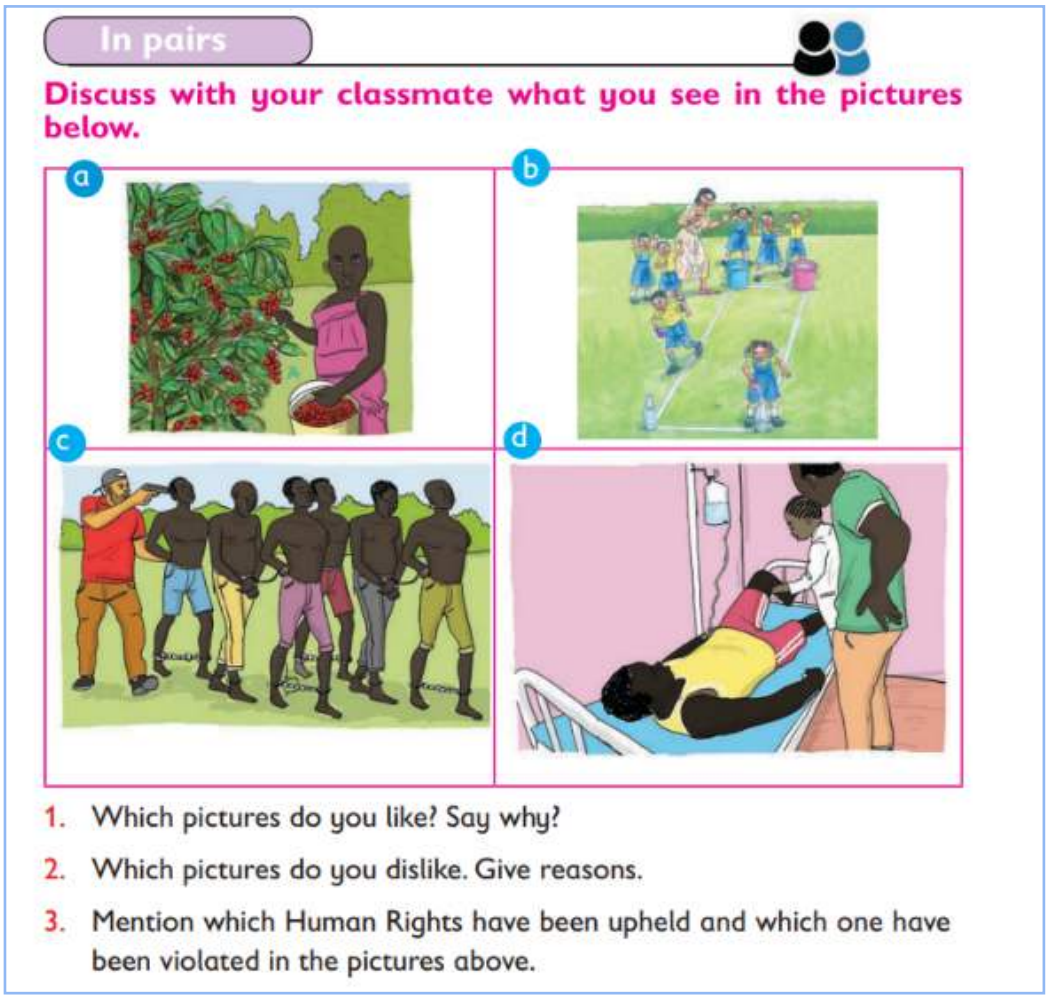
Every South Sudanese citizen has rights and freedoms that protect him or her. However, the presence of day to day conflicts in the country which are accompanied with high rate of law breaking has made it difficult for majority of the citizens to

18

enjoy these rights and freedoms.

32. *English,* Grade 7, p. 15

This lesson draws students' attention to violations of human rights. It is interesting to note that the perpetrator of human rights abuses against Africans is depicted as white, or non-Sub Saharan; much of the human rights violations that occur in South Sudan are perpetrated by black African ethnic groups, therefore it is unclear to which situation the image is referring.



In pairs

Discuss with your classmate what you see in the pictures below.

a

b

c

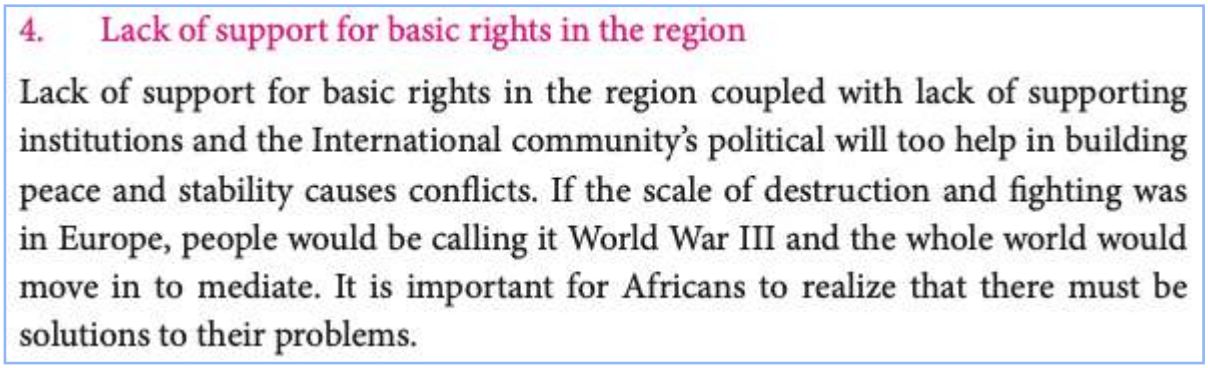
d

1. Which pictures do you like? Say why?
2. Which pictures do you dislike. Give reasons.
3. Mention which Human Rights have been upheld and which one have been violated in the pictures above.

(p. 15)

33. *History,* Grade 10, p. 127

The textbook teaches students that they should be aware of the issues occurring in their country and on their continent, in order to safeguard human rights. This text raises awareness of the failure by Africans to identify and address continued of human rights violations, calling on students to embrace their autonomy and form opinions to push for a more peaceful society in which their rights are protected. The references to Europe also implicitly suggest a lack of Western interest in African suffering, compared with the attention of the "whole world" if such events occurred in Europe.



4. Lack of support for basic rights in the region

Lack of support for basic rights in the region coupled with lack of supporting institutions and the International community's political will too help in building peace and stability causes conflicts. If the scale of destruction and fighting was in Europe, people would be calling it World War III and the whole world would move in to mediate. It is important for Africans to realize that there must be solutions to their problems.

34. *Citizenship,* Grade 10, p. 31

One of the following units introduces non-governmental organisations and their key goals, explaining how they promote active citizenship. However, the text primarily focuses on defining active citizenship, and briefly mentions that NGOs assist individuals in taking action against human rights violations; it lacks concrete examples of how NGOs provide assistance and facilitate such actions.



Borehole

How NGO's promote active citizenship

An active citizen is an individual of a given country who plays at least a certain role or responsibility towards growth of the society and environmental conservation.

An active citizen is the one who plays a role in the community development.

Many citizens in South Sudan have not been active citizens since they lacked the opportunity to do so.

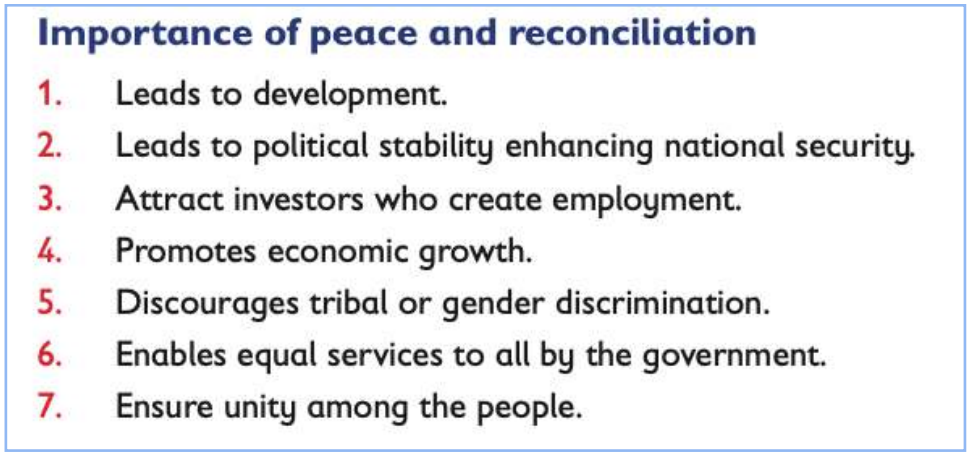
The human rights violations experience in many sectors of South Sudan has encouraged some NGO's to intervene and help South Sudanese people to become active citizens.

Peacemaking and Conflict Resolution

Peace as a Concept

35. *Social Studies,* Grade 8, pp. 55, 86

The example makes a direct link between peace and societal development. The textbook encourages students to pursue peace and reconciliation by outlining the ways in which they improve society.



Importance of peace and reconciliation

1. Leads to development.
2. Leads to political stability enhancing national security.
3. Attract investors who create employment.
4. Promotes economic growth.
5. Discourages tribal or gender discrimination.
6. Enables equal services to all by the government.
7. Ensure unity among the people.

(p. 86)

36. *Citizenship,* Grade 10, pp. 11-12, 17

The below example prompts students to recognize the harmful consequences of violence for the socioeconomic wellbeing of many African countries, calling for non-violence to resolve conflicts in South Sudan



Introduction

Majority of the African countries have remained behind in terms of economic, social and political development due to violence that has been experienced in these countries.

Violence against humans range from armed violence, political unrest, violence against women, rebel movements and religious conflicts.

This violence has led to increased poverty, under-development and ill health in poor countries.

As a result of these trends, individuals and organisations in Africa and the outside world have risen. Their main concern is to advocate for non-violence approaches in dealing with issues in South Sudan and Africa at large.

(p. 17)

The following unit covers the differences between local, national, and international conflicts, listing causes such as familial, ethnic, religious, socioeconomic and political differences.

Local level

Local level refers to a given region within the country. Conflicts at this level are said to be regional. They only occur in that region without affecting other parts of the country.

At this level, conflicts may involve:

- Members of the family for example father and mother.
- Members of different tribes.
- Employees of the same or different organisations.
- People from different religions such as Muslims and Christians.
- Friends conflicting among themselves.

(p. 11)

National Level

National level refers to the entire country. The conflicts at national level are likely to spread through the entire nation. The result may affect all citizens.

At the national level, conflicts may involve:

- A community with the state.
- An opposition political party with the ruling party.
- Cultural and religious differences.

(p. 12)

The textbook lists various methods of promoting peace in society, encouraging students to actively engage in anti-violence initiatives and to raise awareness of the dangers of discrimination.

Ways of promoting peace in the society

- Make a personal commitment towards non-violence.
- Create awareness against prejudice and discrimination among individuals of different religions and tribes.
- Creation of non-governmental organisations that work towards peaceful communities.

(p. 17)

37. *Social Studies,* Grade 8, pp. 71-72, 82

Students are actively taught about ways to incorporate anti-violence into one's life, which includes peace education. By educating students on anti-violence and peacekeeping mechanisms in everyday life, this helps to promote a sense of unity and tolerance towards others. This has potential to limit the learning of anger and violence as core values, preventing future hostilities within society.

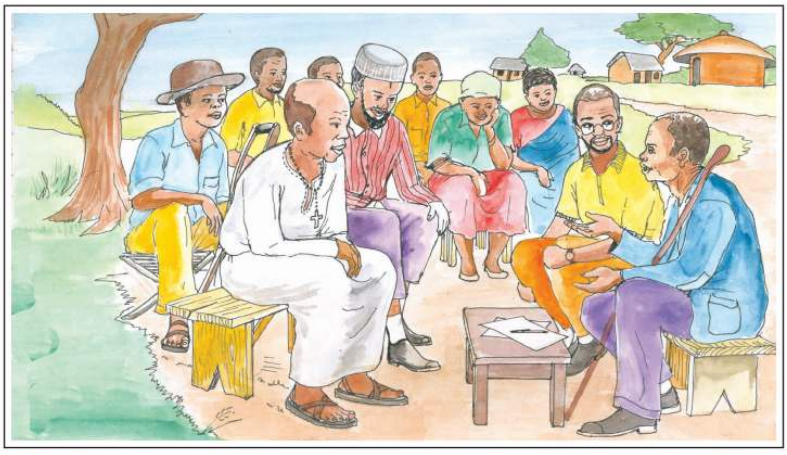
1. Dialogue
2. Civil education.
3. Involvement of peace - keeping mission groups for example the United Nation and African Union.
4. Involving the judicial and court system.
5. Incorporating peace, education in the curriculum.
6. Celebrating the successes in the request for peace and non-violence.
7. Making a personal commitment to non-violence.
8. Speaking out against prejudice and discrimination.
9. Reporting people who offend you to your teachers so that they can be taught the importance of maintaining peace.
10. Becoming trained in mental health and first aid so that you can respond to people with mental distress.

(p. 82)

There is an encouragement of dialogue over violence.

(a) Community dialogue

This is a process of engaging community members in an open and inclusive discussion to address disagreement or conflict that arise among groups, individuals and neighbours. During this dialogue these people who have differences come together to discuss and after the discussion they should come out with a solution which will bring peaceful co-existence.



People having a dialogue.

(p. 71)

Students learn about the necessity to live in peace and the possibility of coexistence, through non-violent means of resolving issues. The lesson highlights tangible benefits of coexistence in a multicultural society, and encourages students to embrace other ethnic groups. These teachings present the advantages to individuals and society of living in peace rather than in a state of war, encouraging students to adopt a non-violent outlook on society.

(b) Caring and sharing

People should live together in peace and harmony by sharing what they have. By sharing with one another peaceful co-existence will be promoted. The rich should share with the poor in their community to eradicate poverty which brings conflict in a state or a community.

(c) Equality and mutual benefit

Using principle of equity, people should be treated equally in the community to avoid conflicts and promote peaceful co- existence. Every community should ensure there is equity in distribution of resources. Everyone in the community should be treated equally. This act will benefit everyone in the community and this will promote peaceful co-existence.

(d) Respect other people's religious and beliefs

Using the principle of human rights and justice, community should ensure everyone's right is respected. Everyone in the community should be allowed to exercise their rights for example: right to worship and many others.

(e) Peace education

People should be offered peace education because it is fundamental to peace building. The Schools should adapt a style of teaching which ensures they understand the importance of peace. Communities should hold seminars and rallies to educate about peace co-existence in the community.

(p. 72)

38. *Social Studies,* Grade 7, pp. 117-121

A section of the textbook is dedicated to peacebuilding and peaceful conflict resolution methods; among those included are arbitration, mediation and negotiation. The textbook walks students through the steps that can be taken to pursue these methods in order to peacefully resolve conflict, featuring images of UN Peacekeepers as well as South Sudanese politicians shaking hands. In the revision questions section, students are invited to reflect on the causes of conflict in South Sudan, and how conflict negatively affects development.



2. Explain what is happening in the picture above.

3. Negotiation

This refers to discussions between people who are trying to reach an agreement over a dispute. Negotiation in solving conflicts takes on three important steps; finding out the facts, discussion and agreement. The three are necessary if a solution to a conflict is to be found.



South Sudan leaders shaking hands.

Group work

How would you justify that these methods have helped in solving South Sudan conflict?

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Sudan and South Sudan

39. *Geography,* Grade 10, p. 72

The textbook offers a positive interpretation of the 2005 Comprehensive Peace Agreement, an accord which was intended to end the Second Sudanese Civil War. The passage underlines an increase in living standards during peacetime, promoting anti-violence, acceptance, tolerance, and peace among students to guarantee stability.

> The country had begun to post improved results, particularly in health and primary education in the years following the 2005 Comprehensive Peace Agreement, and the resumption of oil flows in 2013 was expected to boost economic growth significantly. However, the impact of the conflict on the population and the breakdown in services continue to have deep economic and social consequences for a country where human development is already among the worst in the world.

40. *Citizenship,* Grade 12, p. 77

The below example describes the consequences of the civil war in South Sudan, which led to an extensive loss of life and a refugee crisis.

> **Peace-makers of South Sudan**
>
> By the year 2013, conflicts between two rival political sides in South Sudan had led to a civil war. This in turn resulted to a national conflict.
>
> The consequence of this civil war was the loss of lives by a large number of South Sudanese citizens. In addition, millions of people were displaced and became refugees in the neighbouring countries especially Kenya and Uganda.

41. *History,* Grade 10, pp. 74-75, 77-78

The textbook teaches students that the 1972 Addis-Ababa Agreement that ended the First Sudanese Civil War was welcomed by people in the south, whereas it was met with "mixed feelings" in the north. The example thus fails to recognise that many people in northern Sudan welcomed the Agreement, the newfound peace, and the end to hostilities. The passage also fails to provide more nuance by acknowledging any examples of groups in the north who accepted the agreement as a positive step towards offering greater decentralisation and self-determination for the people of the south, yet accurately describes the nuanced reception of the agreement among groups in the south. By not exploring these details in the textbook, the curriculum potentially stokes tensions between the people of both nations, opposing an overall move towards peace.

The Agreement was welcomed by many people in the South because of war fatigue. However, many of Anya-Nya fighters, politicians and the enlightened population in the South were not happy with the speed with which the Agreement (and some of its articles) was negotiated.

In North Sudan, the Agreement was also received with mixed feelings. Although many welcomed the agreement, others called it a sell-out to the South and swore to destroy it at the first opportunity. The Northern politicians, whom Nimeiri had overthrown, believed that the Agreement granted too many concessions to the South and would result in separation claims. The Muslim brotherhood and others who favoured an Islamic state, saw the agreement and the 1973 Constitution into which the Agreement was incorporated as an impediment to their kind of Islamic state. Others wanted to overthrow the Nimeiri regime, but saw the support gained from the South being a hindrance for the overthrow of his regime. This proved right when Nimeiri, with Southern help, survived two Muslim coups attempts between 1975 and 1976.

(pp. 74-75)

In contrast with previous examples which promote peace, this text implicitly encourages physical conflict over diplomacy to resolve disputes. By framing the acceptance of a peace deal as betrayal, the example offers dangerous praise to those who refuse to negotiate with the enemy. It is important to emphasize to children the need to avoid armed conflict and war, and the role of diplomacy in brokering peace. This characterisation may therefore cause students to see violence and conflict as legitimate means of to settling domestic and regional disputes, over peace and diplomacy.

> By 1985, the SPLA was able to assemble a formidable force capable of confronting the Sudanese Army. The Sudan Army on the other hand pledged their unconditional loyalty to Nimeiri. Nimeiri offered a peace package based on the 1972 Addis-Ababa Agreement and offered Dr Garang the position of Vice President and to administer Southern Sudan as he looked fit. In response, Garang assured the nation that SPLA would never betray the Sudanese people by negotiating with their oppressor.

(pp. 77-78)

International Organisations

42. *Citizenship,* Grade 12, p. 74

This example draws attention to organisations and individuals working towards peace in South Sudan. There is a concerted effort to make students understand the realities of peacebuilding on the ground.

Introduction

Activity 5.1 Individual work

a) Explore the individuals and organisations that you know have participated in peace-making in South Sudan.

b) Using the internet and other available materials, do a research on the role of the United Nations (UN) Charter and African Union (AU) Charter on conflict resolution.

c) What do you understand by the term peace?

43. *Citizenship,* Grade 10, p. 10

Students learn about UNESCO's involvement in South Sudan in the areas of education, and improving the conditions of women and children.

The United Nations Education, Scientific and Cultural Organisation (UNESCO), a specific agency of the United Nations has played a major role in peace making in South Sudan. It encouraged universal peace for human rights and international peace.

The main roles of UNESCO in South Sudan are:

- Advocating for peace and non-violence through education and media.
- Empowering and engaging young people, women and children through education.
- Promoting scientific and cultural co-operation to manage the various resources in the country.

United Nations Mission in South Sudan (UNMISS) is also a peace-making agency of the United Nations. This agency has offered home to millions of South Sudanese refugees who fled their homes due to conflict. The agency offers the following:

- Humanitarian activities to refugees such as medical aid.
- Prevents conflict through non-violent methods, which lead to peace.

The General Assembly of the United Nations has also passed key resolutions that have played a huge role in countries affected by war-related conflicts.

44. *English,* Grade 7, p. 19

The UN is presented as a peaceful and powerful force in helping to protect human rights. The text places an emphasis on preventing ethnic tensions from dividing communities, and leading to human rights violations. By contrasting similar tensions in Burundi with the promotion of peacebuilding and safeguarding human rights, this example encourages students to strive for peace despite their ethnic differences.

> The United Nations mission's Human Rights director, Eugene Nindorera urged the crowd to stand up for one another's rights irrespective of their background and ethnicity.
>
> Nindorera shared his personal experience from his home, Burundi, where people remain divided along ethnic lines. He urged the people of South Sudan to move away from similar ethnically fuelled tension and instead focus on the vision of building peace in the young country.
>
> Nindorera shared in the theme of the day which was to promote Human Rights through song, by ending his speech with a chorus from one of his favourite musicians, Bob Marley.
>
> *'get up, stand up: stand up for your rights!*
>
> *get up, stand up: don't give up the fight,'* sang everyone in unison.

45. *Citizenship,* Grade 12, p. 83

The textbook highlights the notable role of the African Union's Juba Office in the formulation and implementation of the Comprehensive Peace Agreement.

> The AU office in South Sudan, Juba was opened in 2008 following the communication issued at the 89th meeting of the AU held on 28th August 2007.
>
> The Juba office supported the implementation of the Comprehensive Peace Agreement (CPA) with respect to South Sudan.
>
> After the independence of South Sudan, the AU set a strategic objective to promote good relations between the North and South Sudan.

46. *History,* Grade 12, pp. 151-152, 154

The textbook emphasizes the Africa Union's (AU) role in peacemaking in South Sudan. The following extract from a speech of an AU representative in Addis Ababa in 2018 reveals how the African Union supported and encouraged efforts towards peacemaking in South Sudan, and expresses how the protection of the South Sudanese people is fundamentally aligned with the AU's constitutive principles. The extract firmly positions South Sudan as a member of the Union, emphasising the importance of cooperation and the role of the AU and international organisations in creating and maintaining peace in the region.

Source 3

An extract from Deputy Chairperson of the African Union statement ADDIS ABABA, 17 May 2018

We in the African Union, and certainly the people of South Sudan, were delighted in December 2017 when the Agreement on the Cessation of Hostilities, Protection of Civilians and Humanitarian was signed. We all appreciated that invaluable gift to the suffering people of South Sudan. It has been an utter shock and disappointment to all of us, especially the innocent civilians in South Sudan that the parties continued to engage in military confrontations.

As we begin today, the onus is on you to prove to the people of South Sudan that you really are interested in ending this senseless war. As leaders, you have a chance to prove wrong those who claim that you are fighting for your own personal interests! It has been suggested that you do not care for the ordinary citizens of South Sudan who continue to be killed, raped, wounded, or forced to flee their homes.

You are certainly aware that there is growing fatigue within the international community over the slow progress of achieving peace. While IGAD toils to make peace each day, it seems the leaders in South Sudan prefer to pursue war on the other hand. This cannot be the case, neither should it be.

Discouragement, displeasure, frustration, exasperation, are becoming more and more the buzzwords to describe the slow progress of the peace talks, especially in the face of the worsening humanitarian situation. The question today is whether or not the regional, continental and international community should remain engaged the same way it has been since December 2013. We, at the AU, are duty bound to continue to assist our member state. However, such an engagement has to be reviewed, together with IGAD, to ensure that we give impetus to the peace process.

It would not be fair for anyone to argue that the AU decision to take punitive measures against those that kill or contribute to the killing of the citizens every day is unjustifiable. The AU is going to work tirelessly with IGAD and other partners to punish those who obstruct efforts towards peace without fail. Such a decision is inspired by the desire to save the people of South Sudan as enshrined in the Constitutive Act of the AU.

Let us have the South Sudanese leaders help us address the problems facing their country and save their people. Anything short of success from this process will be a blatant betrayal of the innocent people of South Sudan. We cannot afford this. Africa cannot.

1. To whom was the statement addressed?
2. What are the key messages in the statement?

(pp. 151-152)

The follow example outlines issues which hinder the AU in achieving its goals, particularly political conflicts. The passage emphasises that there is an ongoing civil war in South Sudan.

Problems faced by African Union

1. Some of its major institutions like New Partnership for Africa's Development (NEPAD) have faced opposition in the continent. Some African scholars and activist intellectuals did not like this new institution. They say it borrowed a lot from America model and they want something African. Some Non-Governmental Organisations in Africa felt they were left out in the deliberations about the creation of New Partnership for Africa's Development (NEPAD), so they do not feel part of it. In fact in 2002, the civil society declaration on the institution rejected it. Some African leaders of late have accused NEPAD of wasting millions of dollars and doing nothing in it.
2. The continent still faces the problem of poor infrastructure.
3. The continent still faces chronic political conflicts making it keep handling cases. Nations like Somalia and South Sudan are still at war (Civil War). Efforts of peace making are bearing little fruit. New angles of conflicts keep rising up from these areas and others. These wars have resulted to a lot of military and civilian deaths and displacement.

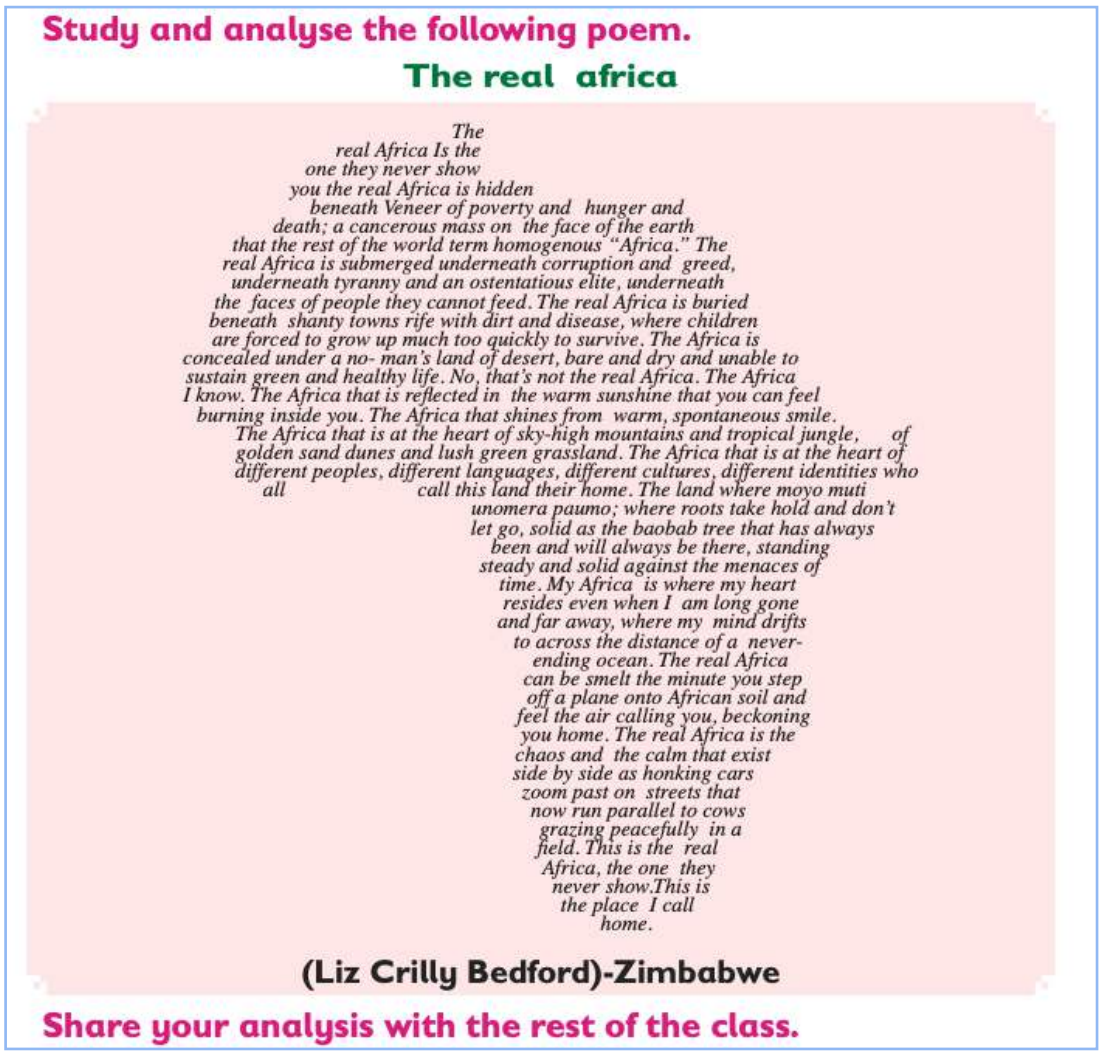
(p. 154)

International Relations and Colonial History

Relations with African countries

47. *English,* Grade 7, p. 98

The following poem raises awareness of the problems facing the African continent, while encouraging students to embrace their culture. This poem is realistic in its assessment that conflict, corruption, hunger, and a variety of man-made and natural disasters contribute to instability, offering students a realistic perspective on these socio-political issues. Yet, by embracing the positive attributes of Africa, the poem imparts upon students a message of unity and peace.



Study and analyse the following poem.

The real africa

The real Africa Is the one they never show you the real Africa is hidden beneath Veneer of poverty and hunger and death; a cancerous mass on the face of the earth that the rest of the world term homogenous "Africa." The real Africa is submerged underneath corruption and greed, underneath tyranny and an ostentatious elite, underneath the faces of people they cannot feed. The real Africa is buried beneath shanty towns rife with dirt and disease, where children are forced to grow up much too quickly to survive. The Africa is concealed under a no- man's land of desert, bare and dry and unable to sustain green and healthy life. No, that's not the real Africa. The Africa I know. The Africa that is reflected in the warm sunshine that you can feel burning inside you. The Africa that shines from warm, spontaneous smile. The Africa that is at the heart of sky-high mountains and tropical jungle, of golden sand dunes and lush green grassland. The Africa that is at the heart of different peoples, different languages, different cultures, different identities who all call this land their home. The land where moyo muti unomera paumo; where roots take hold and don't let go, solid as the baobab tree that has always been and will always be there, standing steady and solid against the menaces of time. My Africa is where my heart resides even when I am long gone and far away, where my mind drifts to across the distance of a never-ending ocean. The real Africa can be smelt the minute you step off a plane onto African soil and feel the air calling you, beckoning you home. The real Africa is the chaos and the calm that exist side by side as honking cars zoom past on streets that now run parallel to cows grazing peacefully in a field. This is the real Africa, the one they never show.This is the place I call home.

(Liz Crilly Bedford)-Zimbabwe

Share your analysis with the rest of the class.

48. *History*, Grade 12, pp. 157-158

The below text compares the development in African countries with that of Malaysia and India, two of the most prominent developing countries, concluding that while Africa is developing well, South Sudan lags behind. Although Africa as a whole is presented in a positive light, the passage describes South Sudan as one of the least developed countries in the world, and primarily attributes the civil war to its underdevelopment. This is aligned with the overall trend throughout the curriculum of associating the conflicts in South Sudan with a lack of economic, political and social development.

Activity 3: Development in Africa, Malaysia and India

The two countries are more industrialised than many African countries because of the following reasons: The Indians have had a strong work ethics instilled in them by Mahatma Gandhi to promote self- reliance. The spirit of self-reliance has made India develop many industries using appropriate technology. However, Africa, Asia and Malaysia have all industrialised since independence. The economy of Malaysia is the 3rd largest in South East Asia and it's the 35th largest economy in the world. According to the global competitiveness report of 2017, Malaysia's economy is on the 23rd most competitive country in the world. The natural resources like petroleum have promoted her growth.



Fig. 7.9: Mahatma Gandhi

India and Malaysia just like African countries have formed regional economic blocs to promote transport, education and security. The Asian countries just like Africa have put in place measures to reduce overdependence on the West.

South Sudan on the other hand is a country rich in resources like oil but the Civil War has reduced it to one of the least developed country in the world. War has led to death of able people, who could be developing the country. The fear in people does not allow them to trade or move easily in the country. Hospitals, roads and schools, which had been built, have been burnt down or destroyed because of the war.

Foreign investors shy away from investing in the country due to insecurity. In 2017, South Sudan had about 200 kilometers of paved roads. The country depends much on imports of goods and services from its neighbours like Kenya and Uganda. Their economy will remain linked to Sudan for sometimes due to shared resources like oil pipelines since it is expensive at the moment to acquire its own. More than half of its population lives below the poverty line. In 2016, its inflation rate was 476 percent. When the war ends, this country shall recover strongly.

49. *Geography*, Grade 10, p. 77

The below map shows the positive trade relationship between Sudan and South Sudan, with South Sudan's access to a Sudanese port indicating a strong alliance between the two countries. This map thus helps to normalise ties between Sudan and South Sudan, educating students about the possibility of peace with a country with whom they were, until recently, at war. helps to create more tolerance and acceptance of their neighbours to the north.

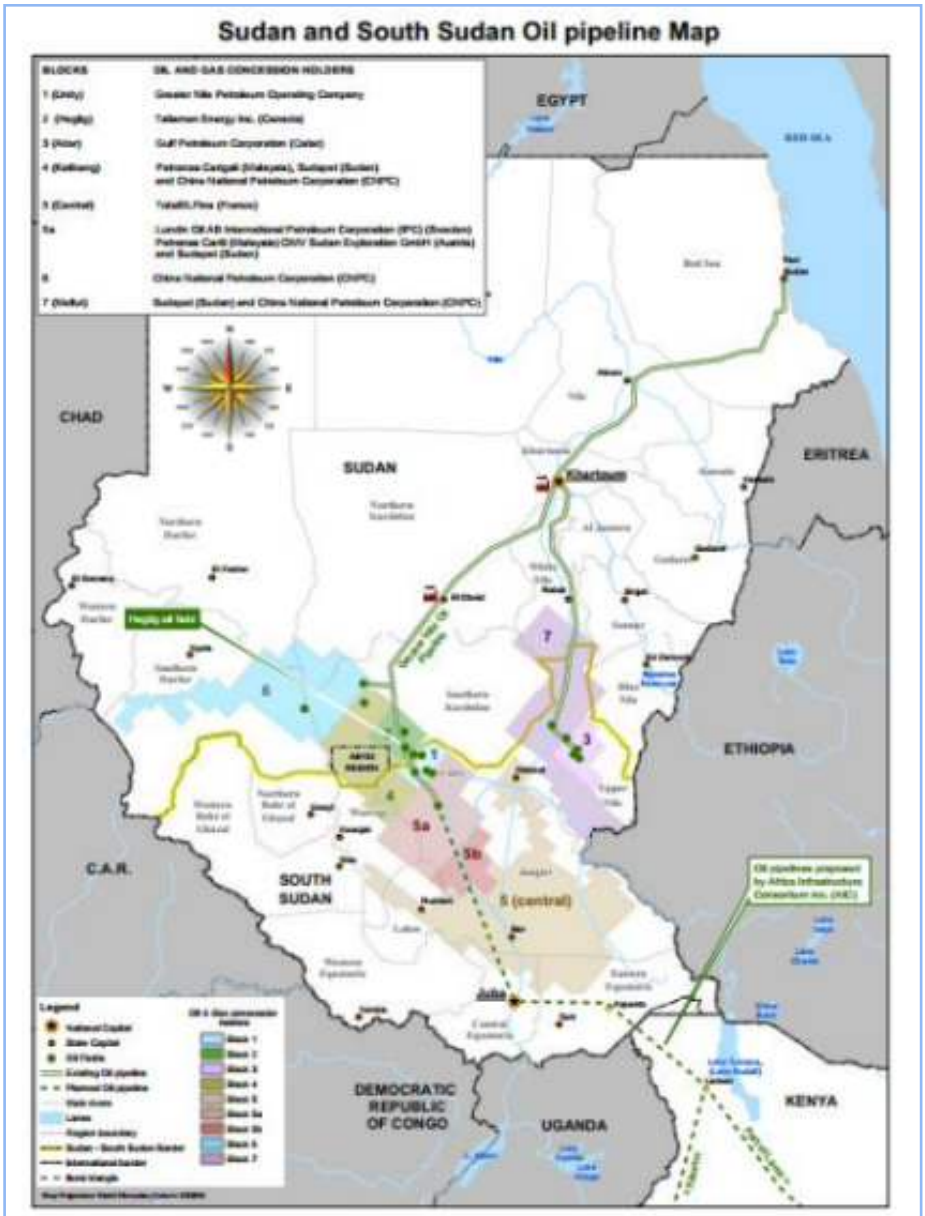


Figure 68. A map showing Sudan's and South Sudan's oil production and distribution

50. *Citizenship*, Grade 12, p. 80

The example teaches about Sudanese President Omar El-Bashir's openness to solve the North-South conflict, noting that the negotiation process was hampered by non-negotiability on the primacy of Sharia Law.

In September 1993, the president of Sudan, Omar El-Bashir invited IGAD, to intervene and assist in solving the North–South conflict of secession.

Following Omar's request, the IGAD Standing Committee on Peace in Sudan was formed chaired by the then president of Kenya, Daniel arap Moi together with former prime minister of Ethiopia, Meles Zenawi, President Isaias Afweki of Eritrea and President Yoweri Museveni of Uganda.

The committee began its work with the 1994 peace talks to get the parties agree on a common agenda. However, the talks did not give the expected fruits since the Sudanese government argued that self-determination and the religious orienting of post conflict Sudan towards Sharia laws were not subject to negotiation.

In October 1997, another mediation talk was held but it failed again on self-determination and religious primary of Sharia Law.

51. *Social Studies*, Grade 8, p. 75

The textbook promotes friendship and tolerance towards neighbouring countries, focusing on the formation of an alliance between Ethiopia and South Sudan despite their complex recent history. Students are therefore taught to respect the Other, and that it is possible to form friendships with those of different backgrounds.

Ethiopia, South Sudan Sign Agreements, MoU that Forge Friendship

24th Feb, 2017, Addis Ababa, Ethiopia

Ethiopia and South Sudan have signed agreements, a protocol, and memorandum of understanding (MoU) in various fields so as to forge their relationship.

The signing ceremony took place in Addis Ababa, following the bilateral talks held between Prime Minister

52. *Citizenship*, Grade 12, p. 26

Kenya presented as an important ally for South Sudan.

1. Kenya

Kenya is a country found in the Eastern part of Africa. It borders South Sudan to the South.

It is an ally of South Sudan in economic, social and political aspects. For example, Kenya has played a significant role in the attainment of peace and political stability in South Sudan.



Relations with global powers

53. *Citizenship,* Grade 12, p. 40

The example offers a positive depiction of the US, characterised as "the most powerful nation in the world today."

> ***3. United States of America (USA)***
>
> USA is the most powerful nation in the world today.
>
> Its origin dates back to 1776 when 13 states declared their independence from Britain. Today, the USA is made up of more than 50 independent states.
>
> The constitution of USA provides for a federal system of government.

54. *Social Studies,* Grade 8, p. 13

In a passage on reasons for mass migration to North America, the textbook presents the US in a highly positive light as a place of opportunity, encouraging students to show admiration for the country. This limits hatred and resentment towards the West, instead calling for global unity.

> North America has also experienced migration of people from within and outside the continent. There has been an influx of people into America from other places in the world mainly to seek better life. United States of America has had an economic expansion in the last two Centuries making it one of the largest economies in the world. This has attracted migration of people.
>
> **Reasons for people's migration to North America**
>
> 1. To look for new opportunities.
> 2. To search for religious freedom.
> 3. To look for lands to settle.
> 4. To look for money.
> 5. Search for better living standards.
> 6. Search for employment opportunities.

55. *Geography*, Grade 11, p. 36

The US is praised for its free market economy. The textbook talks positively about the US and its growing quaternary tech sector, highlighting positive relations towards the US and the Western world more generally. This encourages students to adopt a positive attitude towards the US, and embrace its liberal entrepreneurial culture.

- It rewards innovation. Creative new products will meet the needs of consumers in better ways than existing goods and services. These cutting-edge technologies will spread to other competitors so they, too, can be more profitable. This illustrates why Silicon Valley is America's innovative advantage.

56. *Citizenship,* Grade 12, p. 48

Under a subheading on global interdependence, he textbook features a photo of South Sudanese President Salva Kiir with Barack and Michelle Obama, suggesting a desire for friendly relations between the two nations.

Responsibilities of individuals and governments to global interdependence



Former US president Barack Obama and former First Lady Michelle Obama with President Salva Kiir during a US-Africa Leaders Summit in US in 2014.

57. *Citizenship,* Grade 10, p. 56

The following paragraphs highlight the humanitarian and developmental aid provided by the United States and European Union to South Sudan, alongside their support in negotiation efforts. Additionally, the textbook mentions the prevalence of the Arabic language among South Sudanese citizens, and emphasizes the importance of forging alliances with the Arab world to improve the country's economic situation.

United States and all member countries of the EU lent their support to the CPA negotiation process and has been providing humanitarian and development aid to the government of South Sudan.

South Sudanese citizens speak Arabic language. Therefore, this should be an avenue for the government of South Sudan to seek alliances with the Arabic world.

This can open up major employment and economic opportunities for South Sudan.

58. *History,* Grade 12, pp. 52, 68, 120-121

China is presented as a key ally in African development. A unit discussing Chinese history showcases China's current role on the international stage, and presents its influence as a force for positive development in all of Africa, especially with regards to economic development and peacekeeping efforts. The textbook does not mention any potential negative effects of this influence, nor does it discuss China's controversial role surrounding human rights violations, thus potentially providing students with a biased view of China's modern history and international impact.

Economic and political role that China is playing in Africa and other parts of the world

Since China joined the United Nations in 1971, its approach towards United Nations peacekeeping program has changed significantly. She has taken her peacekeepers to South Sudan, Mali and Democratic Republic of Congo. She increasingly wants to be seen as a friend of developing nations.

China is the largest trading partner in Africa. She has invested in so many projects in Africa. Many Chinese goods are sold in Africa and the rest of the Third World countries especially their electronics. Zimbabwe adopted the Chinese Yuan as an international investor. It has also taken a new political role such as meditating between warring communities like the South Sudan. It engages in multilateral peace talks. For a long time, China's foreign policy was non-involvement and non-intervention in international conflicts but this has changed a lot. It meditated on the nuclear crisis on the Korean Peninsula when North Korea wanted to test its nuclear missiles against the wish of its neighbors and the USA. In 2017, it meditated between Afghanistan and Pakistan to improve their relations that has always been hostile. China is giving third world countries in Africa and Asia aid to foster their development.

(pp. 120-121)

When discussing the effects of the Russian Revolution on Africa, the below example concludes that the USSR supported African independence, but its ideology harmed cultural diversity. The text presents the mixed impact of Cold War tensions on African countries in the process of gaining independence, highlighting the reliance on Soviet help to achieve this objective. However, it is also noted that the adoption of Communist ideologies by some African leaders led to the suppression of many national and religious cultures. The passage thus appears to underline the negative effects of over-reliance on ideology in state-building.

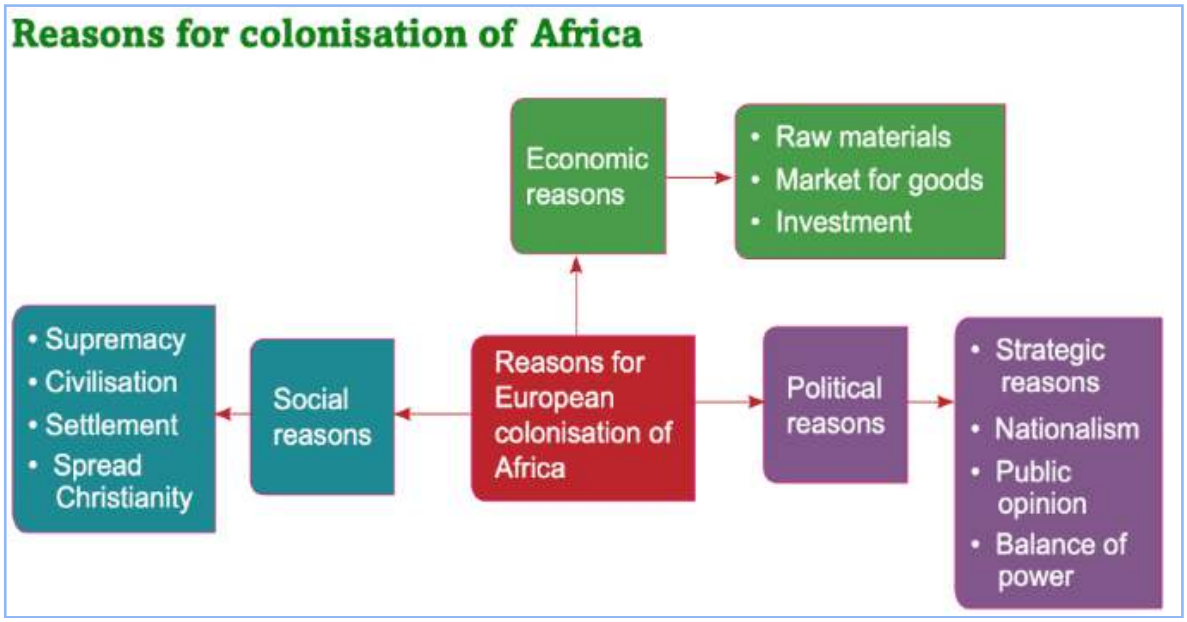
Effects of Russian Revolution in Africa

1. The Bolshevik victory influenced Africans to take their own fight against colonialism. The Soviets supported several independence movements in Africa, they gave diplomatic help and later provided financial and military support.
2. The news of the victory of the Bolshevik and the events of the Revolution by the proletariat spread like wild fire in Africa, for example, it triggered the Egyptian rise against British colonial rule in 1919.
3. African mercenaries from countries like Senegal heard about the October 1917 Revolution during World War 2. This inspired them and gave them hope for their own struggle for freedom in their own countries.
4. After World War 2, Stalin led the Soviet Warsaw Pact states in bitter ideological conflict with America. The Americans dominated the Capitalists (NATO) which resulted in Cold War (1946-1991) which had far reaching effects on colonial Africa.
5. During the Cold War, Africans were not interested in the ideologies propagated by the Soviet (Communism) or the USA (Capitalism) but they were more interested in the military support to help their independence movements. For example, most of the French and Portuguese colonies became independent due to the help they received from the Communist's Eastern bloc. By 1975, many of Portuguese colonies were able to achieve their independence through the support of the Russian Communists.
6. The Revolution greatly inspired South Africans independence activists to desire freedom and independence. In Angola, the members of the People's Movement for the Liberation of Angola (PMLA) came to dislike anti-Communist ideologies to a point of risking their lives against other Angolan

(p. 52)

59. *History,* Grade 9, p. 24

This diagram lists the reasons for the colonisation of Africa, both positive and negative, without further expansion.



60. *Social Studies,* Grade 8, p. 17

The below example offers a balanced perspective on colonization, detailing both positive and negative aspects. Students are presented with often interlinked comparisons, such as the introduction of Christianity and the assertion that African religion was subsequently "destroyed" by this, or the introduction of "new languages" versus the "dilution" of African culture; these enable students to develop an informed, analytical opinion on the effects of colonization in Africa, without any preconceived bias or hostility.

Positive contributions

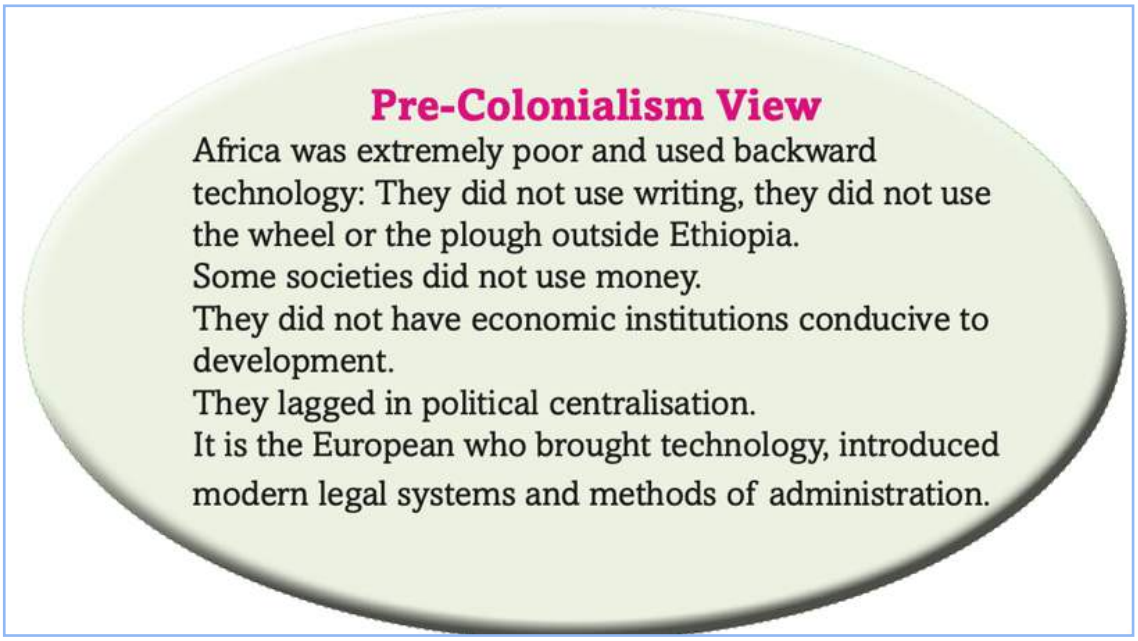
1. Introduction of Christianity in Africa.
2. Missionaries brought education in Africa by establishing missionary schools.
3. The Europeans protected Africans against their enemies by introducing modern weapons such as guns.
4. Europeans brought new technology to Africa. For example, tools used for farming.
5. Introduction of new crops like maize, pawpaw, cassava and manioc from the New World.
6. Building of infrastructures like medical facilities, transport and communication network, schools and established plantations for growing crops.
7. Introduction of new languages like French, English and Portuguese.
8. More jobs were created for Africans.
9. It made the world aware of African culture.
10. Better and stronger institutions were established.

Negative contributions

1. Enslavement of Africans to the new lands.
2. Introduction of forced labour.
3. Dilution of African culture.
4. African religion was destroyed by the introduction of Christianity.
5. Separation of tribes due to partition of Africa.
6. Taking away most of African Resources.
7. It led to social inequality as those who were employed by the colonial administration felt proud and more superior than others.
8. Africans lost their lives and their properties.

61. *History,* Grade 11, p. 35

This example acknowledges the benefits of Europeans bringing technology, legal systems and methods of administration to Africa, which is contrast is characterized as "extremely poor" and "backward."

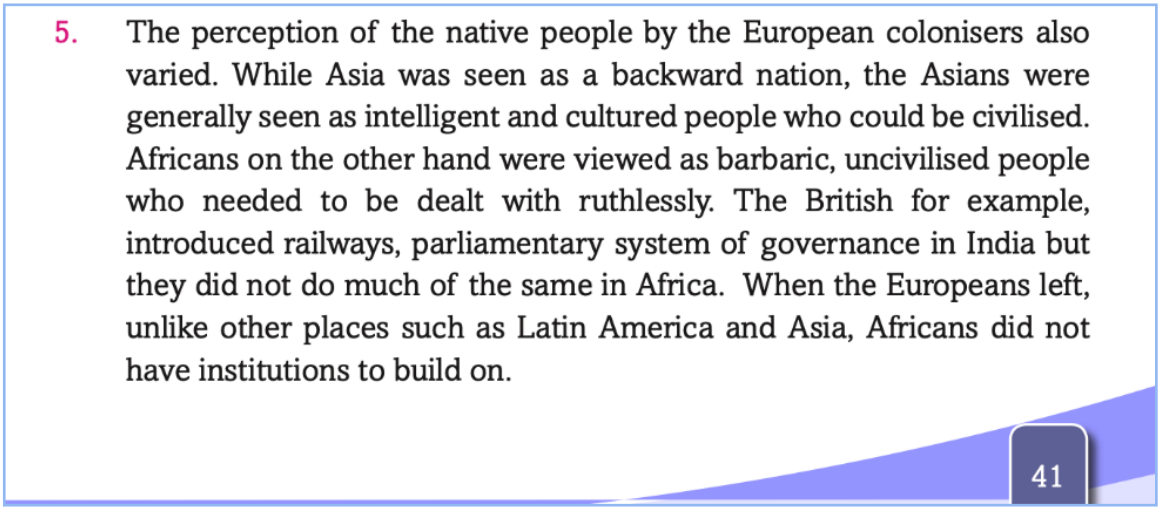


Pre-Colonialism View

Africa was extremely poor and used backward technology: They did not use writing, they did not use the wheel or the plough outside Ethiopia.
Some societies did not use money.
They did not have economic institutions conducive to development.
They lagged in political centralisation.
It is the European who brought technology, introduced modern legal systems and methods of administration.

62. *History,* Grade 9, p. 41

Africa is portrayed as backwards compared to other colonial territories in Asia and Latin America., explained by the perception of Africans as barbaric, and the failure of European powers to implement systems of governance and build infrastructure in Africa.



5. The perception of the native people by the European colonisers also varied. While Asia was seen as a backward nation, the Asians were generally seen as intelligent and cultured people who could be civilised. Africans on the other hand were viewed as barbaric, uncivilised people who needed to be dealt with ruthlessly. The British for example, introduced railways, parliamentary system of governance in India but they did not do much of the same in Africa. When the Europeans left, unlike other places such as Latin America and Asia, Africans did not have institutions to build on.

41

63. *History,* Grade 10, pp. 123, 125

The textbook features a cartoon depicting a negative view of Western relations with post-colonial Africa. The image suggests that while former colonial powers no longer exert physical ownership over the African continent and its people, they exert dominance over Africa in the modern day through fiscal power. The reference to debt likely refers to economic neocolonialism: through Foreign Direct Investment (FDI) by Western countries, the Western world now privately owns major sectors of the African economy. This triggers large economic dependence on the West, a legitimate concern for the sovereignty and independence of Africans. The cartoon therefore incriminates the role of the West in modern-day Africa, encouraging students to be sceptical of Western influence.



Study the cartoon. What is the cartoonist's message about how Africa was before and how it is now using the two images? To what extend do you think it is true?

(p. 123)

The textbook places blame for ongoing postcolonial conflict in Africa on the former colonial powers, and their decision to draw arbitrary borders which have created or heightened ethnic tensions. While undoubtedly a major factor, the textbook ignores the continuation of African governments to implement ethnically exclusive policies, including in South Sudan, which exacerbate existing tensions. The passage fails to show how political leaders in South Sudan have failed to express the need for a progressive, modern, and tolerant society in which peace and harmony can be achieved, shifting blame away from poor governance and placing it solely on colonial borders.

1. Borders which were arbitrarily created by colonial masters

The biggest cause of conflict in Africa is the borders which were arbitrarily created by colonial masters. Boundaries were formed by the colonialists for effective colonial administration. Boundaries brought together many different ethnic people within a nation that did not reflect nor have ability to accommodate or provide for cultural and ethnic diversity. Boundaries left tensions between the different ethnicities and religions. Boundaries have led to so many conflicts among African countries.

(p. 125)

64. *Citizenship,* Grade 12, p. 13

This example on the objectives of the African Union identifies one goal as being to "counter the European belief of being superior," which may create antagonism towards Europe in a contemporary context.

The African Union (AU)

Before the establishment of the African Union, there existed the Organisation of African Unity (OAU) that had been formed on 25th May, 1963.

When the OAU became fully operational, it had a membership of 32 independent African nations.

Its objectives were:

- To provide a platform through which African problems would be discussed and the strategies of solving these problems.
- To create African identity and counter the European belief of being superior.
- To fasten the decolonisation of African countries under colonisers.

65. *History,* Grade 9, p. 85

Another lesson on the objectives of the African Union refers to "a world dominated and controlled by the white race," which may incite hatred towards Europeans and the West.

Objectives of the OAU

1. To provide African countries with a permanent organisation through which they could discuss issues affecting them and come up with ways of solving them.
2. To provide identity for the newly independent countries of Africa in a world dominated and controlled by the white race.
3. To eradicate all forms of colonialism from Africa.

66. *History,* Grade 11, p. 45

The example describes colonial powers' use of trickery to subjugate natives, occupy territories and establish control.

(ii) Treachery or trickery

This is a method in which Africans were lured with gifts to accept terms given by the Europeans. They used friendly people to lure Africans such as explorers, missionaries and merchants. For instance, Italians signed an agreement with Menelik II on friendship only to publish an Italian version stating that Ethiopia to be a protectorate of Italy. This was the height of deceit from Europeans.

67. *History,* Grade 9, p. 33

The British policy of 'Divide and Rule' is described in a negative light as having led to tensions and mistrust between North and South Sudan, culminating in civil wars.

> of informal chiefdoms. The British used "divide and rule" policy to separate Southern Sudanese provinces from the rest of the country slowing down their economic and social development. The British claimed that the South was not "ready to open up" to the modern world. They therefore, invested much in the Arab North. This created tensions and mistrust between North and South Sudan culminating into armed conflict in the 1950s.

68. *History,* Grade 10, p. 65

Indigenous communities are accused of enabling British colonisation of Sudan. This passage shifts the blame for colonialisation and the lack of African resistance onto indigenous leaders, ignoring the colonising effect of the Church on Sudan, and its role in eroding traditional culture in favour of European values. This attempt to hide the negative impacts of missionaries on Sudan could in turn trigger resentment among students towards indigenous tribal culture, undermining social cohesion and enabling the continuation of hostilities.

> Another phase of colonisation started in 1920 with Indirect rule or "Native Administration" as the colonial system of administration. The British used indirect rule to avoid African resistance. The African indigenous traditional leaders were used by the British to administer the colony. The traditional leaders had to be loyal to the colonisers for them to be considered. The leaders were meant to supply labour and help in collecting taxes.

Turko-Egyptian Rule

69. *History,* Grade 9, p. 68

The "main motive" of Turko-Egyptian entry into Sudan is described as being to rebuild the their army with slaves from Sudan, highlighting the exploitative nature of their rule.

Reasons for the Turko-Egyptian entry into Sudan

There are several reasons for the entry of the Turko-Egyptians into Sudan:

1. The **main motive** was to obtain slaves for a new army. Muhammad Ali wanted to rebuild his army with slaves from Sudan because he believed that a slave army will be loyal to him.

70. *History,* Grade 11, pp. 69, 71

This textbook features an image of the Turko-Egyptian enslavement of the Sudanese, which indicates the suppression, torture and humiliation meted out to the Sudanese people.

Source 5.1

1820 – 1888s: Turko - Egyptian Rule

- This period of Egyptian rule in Sudan was known as the "Turkiya", because officially, Egypt was part of the Turkish Empire.
- The Egyptian (called "Turks") treated the Sudanese brutally, overtaxed them and took many slaves. The Sudanese were so unhappy that they were ready to revolt against their Egyptian masters.



In groups, discuss how the Turko-Egyptian rule was administered in Sudan.

Prepare a presentation for the rest of the class

(p. 69)

The Mahdist Revolution Turko-Egyptian rule is characterised as “an Islamic revolt,” which suggests the revolution had fundamentalist underpinnings.

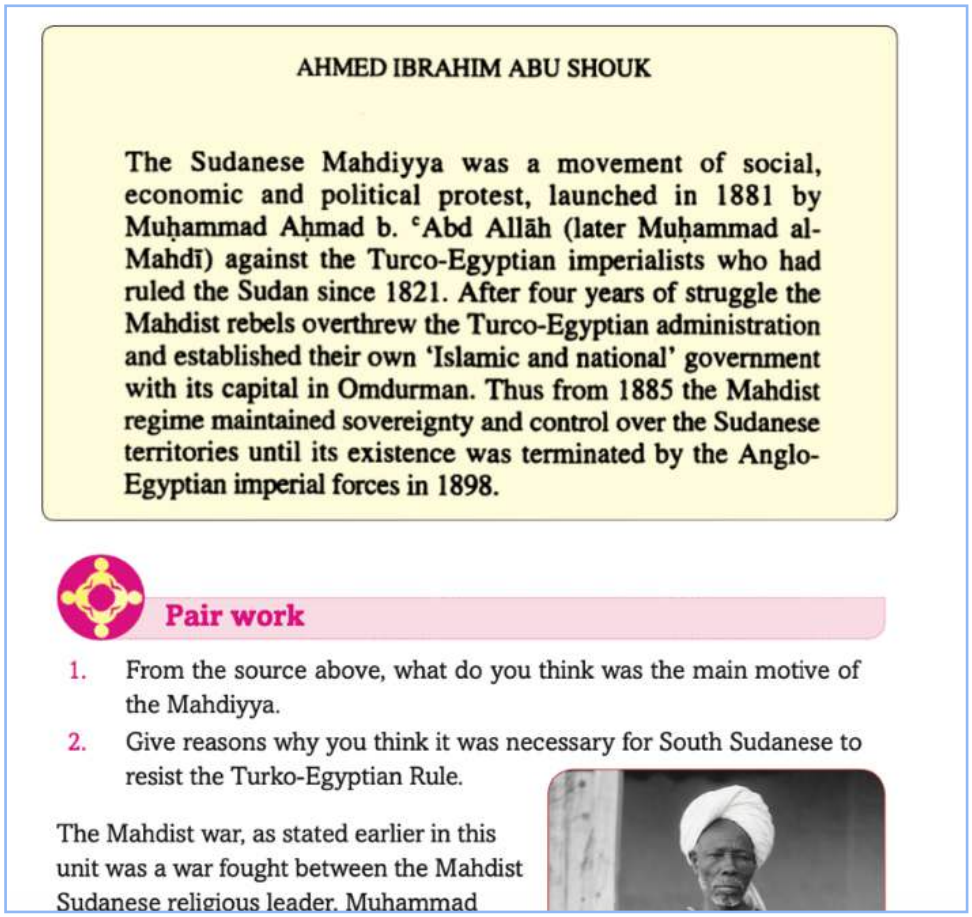
Activity 2 **The Mahdist Revolution (1881-1898)**

The Mahdist Revolution was an Islamic revolt by the Sudanese against the Turko-Egyptian rule in Sudan. Mahdism was a branch of Islam. It incorporated the idea of a golden age in which the Mahdi, translated as “the guided one”, who would restore the glory of Islam in the universe. The coming of the Turko-Egyptians was not received well in Sudan.

(p. 71)

71. *History,* Grade 9, pp. 74, 77-78, 118

This example points to the Mahdist revolution and its ensuing defeat of the Turko-Egyptian forces as an example of the efficacy of well-organised resistance movements mobilised around religion.



AHMED IBRAHIM ABU SHOUK

The Sudanese Mahdiyya was a movement of social, economic and political protest, launched in 1881 by Muḥammad Aḥmad b. ᶜAbd Allāh (later Muḥammad al-Mahdī) against the Turco-Egyptian imperialists who had ruled the Sudan since 1821. After four years of struggle the Mahdist rebels overthrew the Turco-Egyptian administration and established their own 'Islamic and national' government with its capital in Omdurman. Thus from 1885 the Mahdist regime maintained sovereignty and control over the Sudanese territories until its existence was terminated by the Anglo-Egyptian imperial forces in 1898.

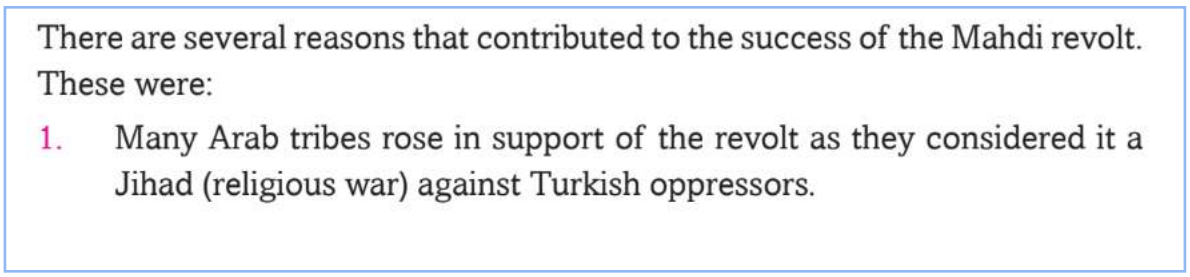
Pair work

1. From the source above, what do you think was the main motive of the Mahdiyya.
2. Give reasons why you think it was necessary for South Sudanese to resist the Turko-Egyptian Rule.

The Mahdist war, as stated earlier in this unit was a war fought between the Mahdist Sudanese religious leader, Muhammad

(p. 74)

A statement claims that many Arab tribes considered the Mahdi revolt a "Jihad (religious war)". Immediately below this statement is a cartoon of a Muslim man holding a gun, stating "It's not genocide...it's Jihad." While the cartoon refers to a modern context, it implies that the Mahdists were seen as Islamic fundamentalists.



There are several reasons that contributed to the success of the Mahdi revolt. These were:

1. Many Arab tribes rose in support of the revolt as they considered it a Jihad (religious war) against Turkish oppressors.

Source 6



(pp. 77-78)

A section on the abolition of the slave trade criticises the Mahdists, describing British efforts to abolish slavery in South Sudan as meeting "a lot of Arab Sudanese resistance." The criticism of the Mahdists, despite being an effective resistance movement, possibly reveals a bias against a Muslim-oriented movement, given that South Sudan is a majority Christian country.

Abolition of slave trade in Sudan

The Abolition of the slave trade began with British effort in the 19th Century. During the mid-19th Century, the British Royal Navy was active in the Indian Ocean including the Red Sea where there existed Sudanese ports. Egyptian government cooperated with the British and introduced new commercial and criminal laws administered in secular courts. This reduced the prestige of Islamic judges who presided over Sharia Courts that approved slavery.

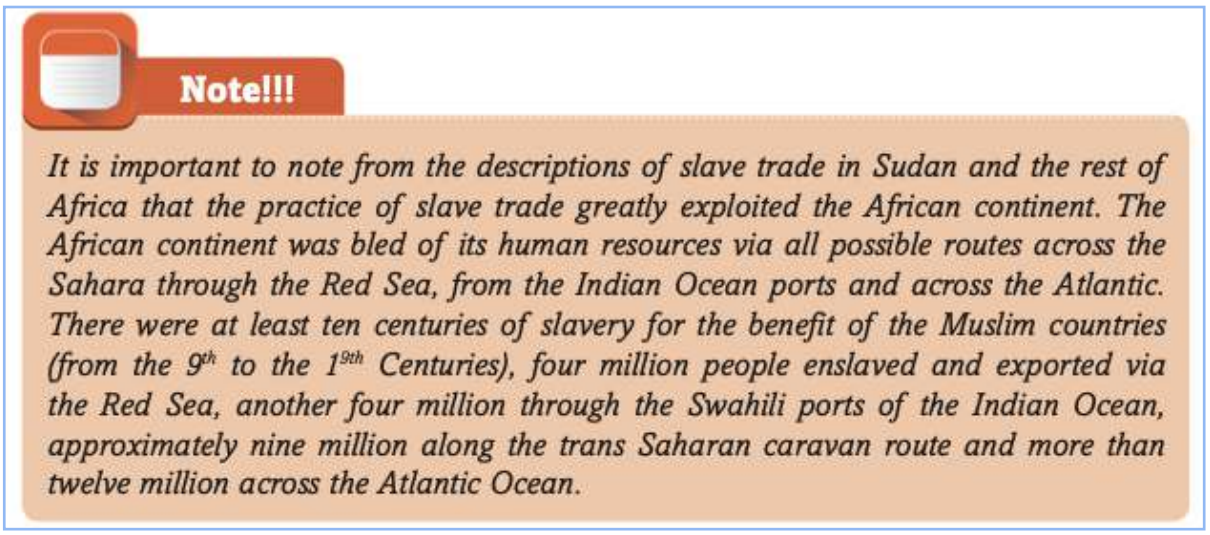
The British imposed upon the Egyptian government that was extending its rule to Sudan to close down the slave trade. Ismail Pasha (1863 to 1879) signed the Anglo- Egyptian slave trade convention in 1877. In this treaty, the Egyptian government committed to stop the sale and purchase of slaves in the Sudan by 1880. General Charles Gordon, the British governor in Sudan began to enforce the terms of this treaty. He carried out campaigns to break up markets and arrest slave traders. His subordinates pursued the same action in the provinces. Muslim opposed this move proclaiming that English Christians were violating clear teachings of Islam as outlined in the Koran. Gordon's anti-slavery campaigns led to the Mahdist uprising. After defeating the Mahdists in the 19th Century, the British proceeded to sharply reduce the slave trade though with a lot of Arab Sudanese resistance. Slavery was officially abolished in 1924. The practice however continued long after

(p. 118)

Transatlantic Slave Trade

72. *History,* Grade 9, pp. 114, 116

Africa is depicted as the victim of slavery and the slave trade.



Note!!!

It is important to note from the descriptions of slave trade in Sudan and the rest of Africa that the practice of slave trade greatly exploited the African continent. The African continent was bled of its human resources via all possible routes across the Sahara through the Red Sea, from the Indian Ocean ports and across the Atlantic. There were at least ten centuries of slavery for the benefit of the Muslim countries (from the 9th to the 19th Centuries), four million people enslaved and exported via the Red Sea, another four million through the Swahili ports of the Indian Ocean, approximately nine million along the trans Saharan caravan route and more than twelve million across the Atlantic Ocean.

(p. 114)

The below example details the economic benefits derived from the slave trade by European powers, at the price of "free African slave labour."



Effects of the Trans-Atlantic slave trade on Europe

- The trade was of more benefits to the European nations as it greatly boosted their economic growth. This is because their industries thrived on cheap raw materials from America generated by free African slave labour.
- They also had cheap markets in Africa to sell their finished products.
- The Trans-Atlantic slave trade led to the rise of rich and wealthy European merchants.

116

(p. 116)

73. *History,* Grade 10, p. 3

There is an accurate description of the Islamic attitude towards slavery in the region prior to independence from Sudan, namely that the exploitation of Africans was "condoned" by Islam. Interestingly, the relationship between Islam and the slave trade is compared with the actions of the Church during the French Revolution. This comparison helps students to understand that many religious groups have committed wrongdoings throughout history, and therefore it is unfair to judge the entirety of Islam based upon the failures of the former ruling Sudanese regime.

The bourgeoisies were manual workers such as labourers and artisans. This group received poor wages and lived in crowded areas. The bottom group of the third estate was the serfs and peasants. They paid the heaviest taxes and church tithes and worked for long hours. They lived in ignorance. This was a very unjust social system that greatly exploited the third group of the third estate. This can be compared to the social injustices and economic exploitation the South Sudanese have suffered under the different regimes of Sudan and the initial countries that invaded the area through slave trade. Interestingly, just like the church condoned exploitation of the French people, Islamic religion also condoned and justified slave trade and subsequent exploitation of the African South Sudanese people.

74. *History,* Grade 9, pp. 119, 120

The textbook recounts the story of freed slave from South Sudan. She was captured and enslaved by the Sudanese government; the story therefore reinforces strong negative sentiment against the Sudanese government.

Read the story below:

Source 6

CSI in South Sudan: The Faces of Slavery

Who Are These People?

Between 1983 and 2005, the central government of Sudan enslaved tens of thousands of black South Sudanese Christian and traditionalist people. It was part of a genocidal war against South Sudan, with a simple aim: to force South Sudan to become Arab and Muslim.

Christian Solidarity International (CSI) is working with an underground network to get these people back home. Read their stories, and consider how you can help free the enslaved.

CSI-USA LEARN MORE DONATE ASK

AUGUST 1, 2015

Ayak Piol Mabior (Liberated February 2014)



Muslim or Arab name: Fatima

Enslaved: Unknown

Repatriated: February 2014

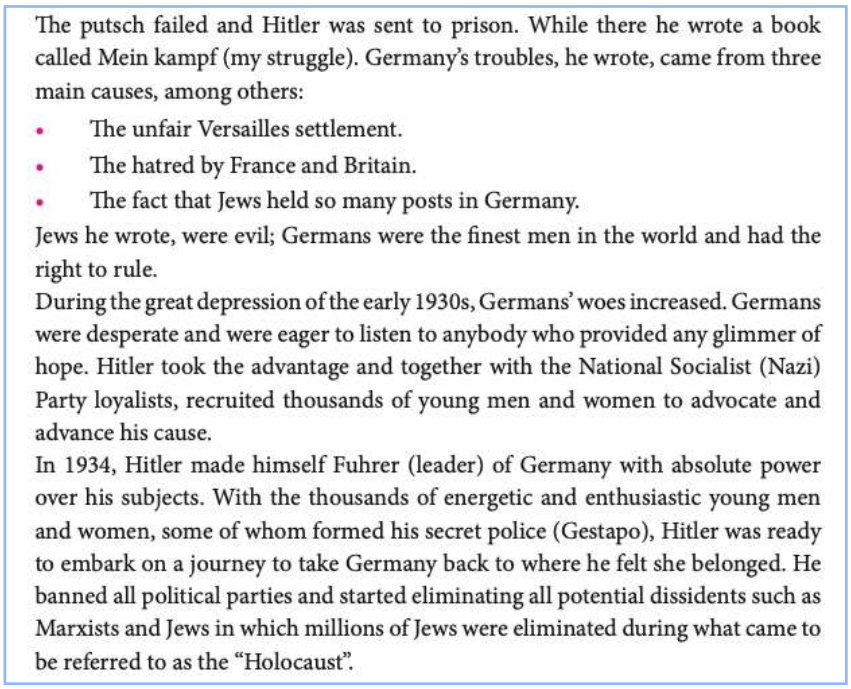
(p. 120)

Jews and Israel

Attitudes towards Jews

75. *History,* Grade 10, p. 49

There is a direct reference to the Holocaust, but the textbook fails to explain its significance in any great detail. Students learn about Hitler's hatred for Jews and his belief they were a major cause for the downfall of the German state, as well as the high death toll of the Holocaust ("millions of Jews were eliminated").
Significantly, this is the only time that the Holocaust is mentioned in the WWII section of the textbook. This short summary fails to accurately describe the horrors that took place during the systematic mass extermination of Jews and other minority ethnic groups. As a result, the textbook fails to educate students on the horrors of the Holocaust and the dangers of antisemitism.



The putsch failed and Hitler was sent to prison. While there he wrote a book called Mein kampf (my struggle). Germany's troubles, he wrote, came from three main causes, among others:

- The unfair Versailles settlement.
- The hatred by France and Britain.
- The fact that Jews held so many posts in Germany.

Jews he wrote, were evil; Germans were the finest men in the world and had the right to rule.

During the great depression of the early 1930s, Germans' woes increased. Germans were desperate and were eager to listen to anybody who provided any glimmer of hope. Hitler took the advantage and together with the National Socialist (Nazi) Party loyalists, recruited thousands of young men and women to advocate and advance his cause.

In 1934, Hitler made himself Fuhrer (leader) of Germany with absolute power over his subjects. With the thousands of energetic and enthusiastic young men and women, some of whom formed his secret police (Gestapo), Hitler was ready to embark on a journey to take Germany back to where he felt she belonged. He banned all political parties and started eliminating all potential dissidents such as Marxists and Jews in which millions of Jews were eliminated during what came to be referred to as the "Holocaust".

76. *Geography,* Grade 11, p. 65

The persecution of Jews is identified as a push factor in migration, citing the example of Jews migrating from Europe to Israel. While this is a brief and somewhat vague statement, it acknowledges the discrimination and persecution suffered by Jews through no fault of their own, and recognises the necessity of the State of Israel as a safe haven for Jews after the Holocaust.

e) Persecution of specific religious groups due to their faith which causes them to move to areas where they can practice their faith freely Example. Jews from Europe to Israel.

Portrayal of Israel

77. *History,* Grade 12, pp. 73, 76, 80, 84, 102

The textbook inadvertently spreads stereotypes about Jews and Israelis. In a unit on the Middle East, there is a reference to "pressure" from Baron Rothschild, "the leader of the Zionist movement" on Lord Balfour to express British support for a Jewish homeland in Palestine. This inaccurate characterisation of Rothschild as the "leader" of the Zionist movement disregards any sympathy for the plight of the Jews and their desire for a homeland.

In November 1917, the British Government stated its support for a Jewish homeland in Palestine. This was due to pressure from the leader of the Zionist Movement, Baron Rothschild on Lord Balfour to establish a Jewish State in Palestine. This gave the Jews unrestricted immigration which was objected by the Arabs. This further increased the tension between the Arabs and the Jews. By the end of World War 1, a new structure of government emerged in the Middle East.

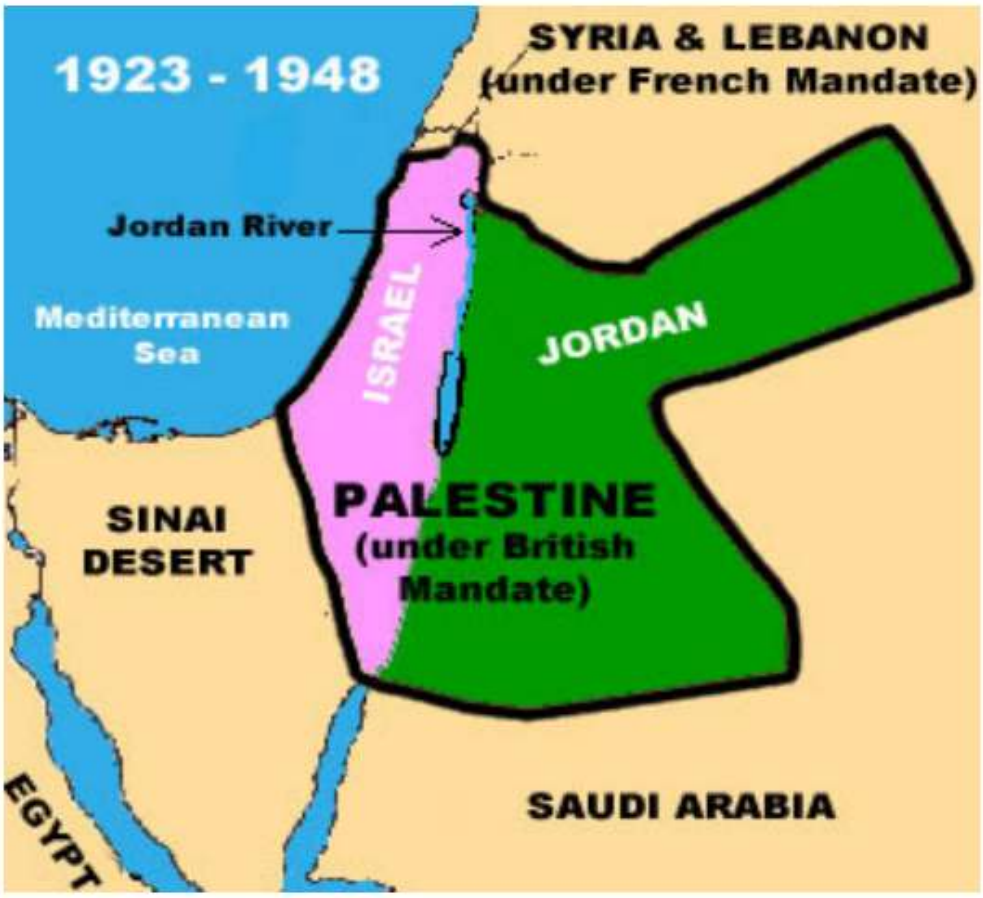


Fig. 4.1: Map of Middle East after World War 1

(p. 73)

In relation to the Balfour Declaration, the textbook later frames the treatment of Israel by the United Nations as "seemingly preferential [...] compared to that of the Arabs," which may create a negative bias against Israel in the eyes of students.

2. The Balfour Declaration which the Arabs believed in, favoured the creation of Jewish homeland in Palestine.
3. The spillover effects from World War 2 specifically the League of Nations, that gave the Great Powers to govern Palestine as one of the mandated territories led to unending tension between the Israels and the Arabs.
4. The seemingly preferential treatment given to Israel by the United Nations compared to that of the Arabs, has led to a prolonged conflict in the Middle East to date.
5. The creation of the state of Israel and the race for Persian Gulf resources have added to the historical burden of the Middle East.

(p. 80)

The cartoon below, originally published in an Israeli political cartoon strip titled "Dry Bones," is included in a section on "Israel and the Arab Conflict" but is not contextualized. The lesson does not explain to students what "Jewish *Hutzpah* [audacity]" is, and the cartoon is immediately followed by a question asking what the "Zionist justification" was for the creation of a Jewish state in Palestine. Consequently, the content of the cartoon may be misconstrued as accusatory; it could reinforce negative stereotypes, and a perception that any Jewish claim to the land is unjustified.

Source 5



What was the Zionist justification for the creation of a Jewish state in Palestine?

(p. 80)

The textbook unit includes a map titled "Palestinian Loss of Land 1947 to Present," which acts as anti-Israel propaganda, and undermines any legitimate Israeli claims to the land or international recognition of Israeli sovereignty.



Fig. 4.5: Palestine in 1948 and now

(p. 84)

There are multiple, basic errors throughout this unit on the Middle East, such as a mention of Britain's promise to "make[ing] Palestine a home for the Zionists," and anachronistic references to "Israel" pre-1948.

> In May 1936, violence increased. The British was forced to move in and restore law and order using the military but violence did not stop. The Jews on their side were unhappy because the British had not honored the promise of making Palestine a home for the Zionists. By 1944, the Jews increased their attacks on British troops and the bombing of the British installations become common. They also established military training camps in Kibbutzim to train an army to fight the British.

(p. 76)

The unit teaches about the Holocaust and the importance of Palestine to the Jews within the context of the Arab-Israeli conflict, showing that the textbook authors do not intend to disparage Jews.

Meanwhile, the Nazi Germany also intensified its pursuit of final solution to the Jewish issue. The years that followed saw massive deportations of millions of Jews to killing centres in a systematic plan of genocide (The holocaust). On 1st September, 1939, the Germans invaded Poland triggering the outbreak of World War 2 (1939-1945). Over the next years, Nazi Germany and her allies conquered much of Europe. During World War 2, the Arabs in Palestine and the Jewish Zionists were enlisted in large numbers to help the British against the Germans, but they both continued to regard British imperialism as the long-term enemy of freedom.

(p. 76)

Key words

Ceasefire:	A temporary suspension of fighting.
Contend:	To strive in rivalry or against difficulties.
Embargo:	Official ban on trade or other commercial activity with a particular country.
Factions:	A group within a larger group.
Holocaust:	A genocide during World War 2 in Which Adolf Hitler's Nazi Germany, aided by its collaborators killed some six million European Jews.

(p. 102)

In 1897, the first Zionist Congress was held in Basel in Switzerland, during a time when an influx of Jews from the European countries was taking place. The Zionist believed that the establishment of a Jewish state was the only way of protecting the Jews from anti-Semitism. Palestine which was the original home of the Jews, was chosen as the most desirable location of a Jewish nation.

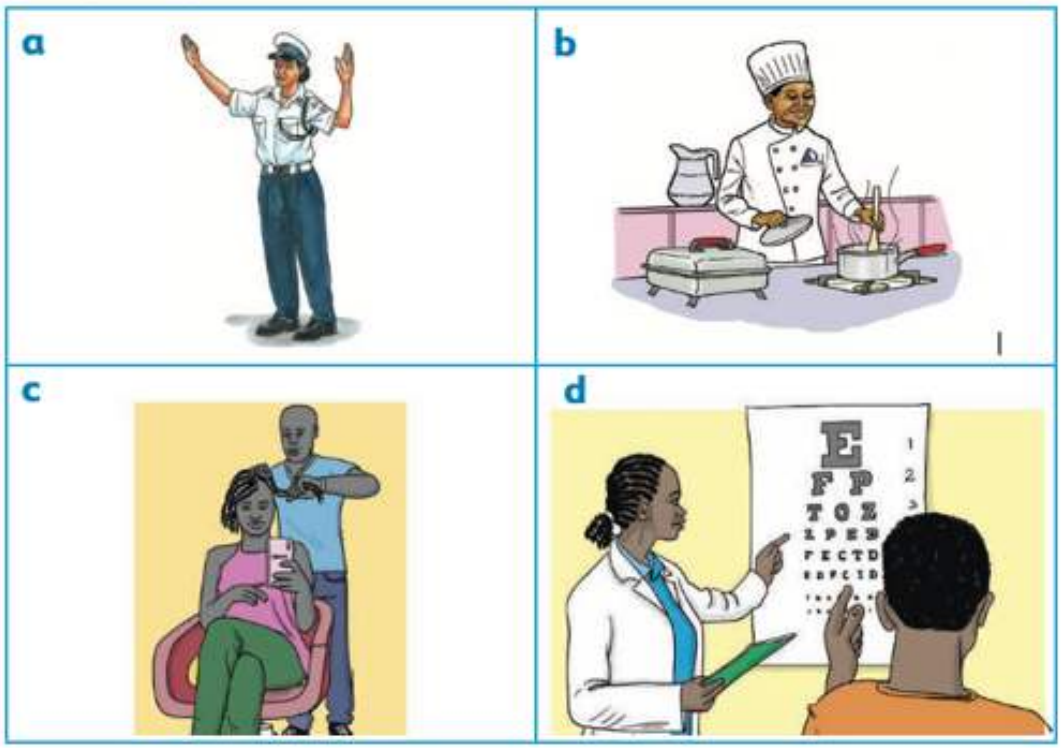
(p. 77)

Furthermore, Arab opposition to Zionism is described in an objective manner, highlighting that the textbook authors are attempting to address the issues of the Arab-Israeli conflict from a neutral, rather than emotional, standpoint. Following the Balfour Declaration, unrestricted Jewish immigration to Palestine is described as "objected [to] by the Arabs." (p. 73) In response to the migration of Russian and eastern European Jews after 1905, it is taught that "the Arabs protested the Zionist intention." (p. 78) The decision to establish a Jewish national homeland is described as "met with bitter opposition by the Arab population living in Palestine," (p. 79) and the creation of Israel is said to have left the Palestinians "increasingly disappointed." (p. 84)

Gender Equality

78. *English,* Grade 4, pp. 45, 48

There is a positive representation of men and women in a variety of roles, rejecting gender stereotypes. This representation moves away from extremist or traditional religious values, where women are restricted to the domestic sphere.



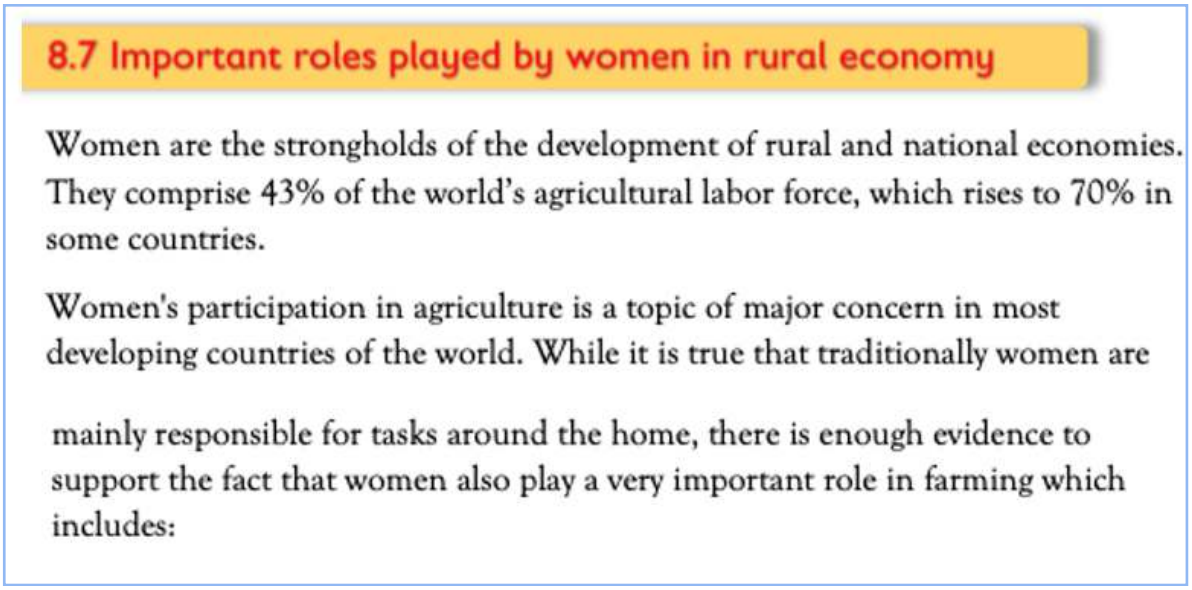
1. Name the people in the pictures above.
2. Talk about what the people above are doing.
3. How do you feel when you look at the pictures? Why?
4. In turns, share your answers with the class.
5. Give comments on the presentation by other groups.

(p. 45)

79. *Geography,* Grade 11, pp. 124-125

The textbook breaks away from traditional cultural norms of African and Christian culture which confine women to domestic chores, showing the necessity and importance of women in the rural economy. This helps to liberalise and modernise the opinions of students on the role of women, by showing them to be as capable as men.

However, it is important to note that the reason the participation of many women in agriculture in rural African areas is so vital is because men are deemed to be suited for the pastoral aspects of subsistence farming, based upon traditional culture which considers hunting to be a male activity.[1] Women are further associated with farming because in a subsistence agricultural economy, it is deemed an extension of the housework, and of feeding the family.[2] This example therefore does little to suggest women can participate equally in secondary and tertiary careers.



8.7 Important roles played by women in rural economy

Women are the strongholds of the development of rural and national economies. They comprise 43% of the world's agricultural labor force, which rises to 70% in some countries.

Women's participation in agriculture is a topic of major concern in most developing countries of the world. While it is true that traditionally women are

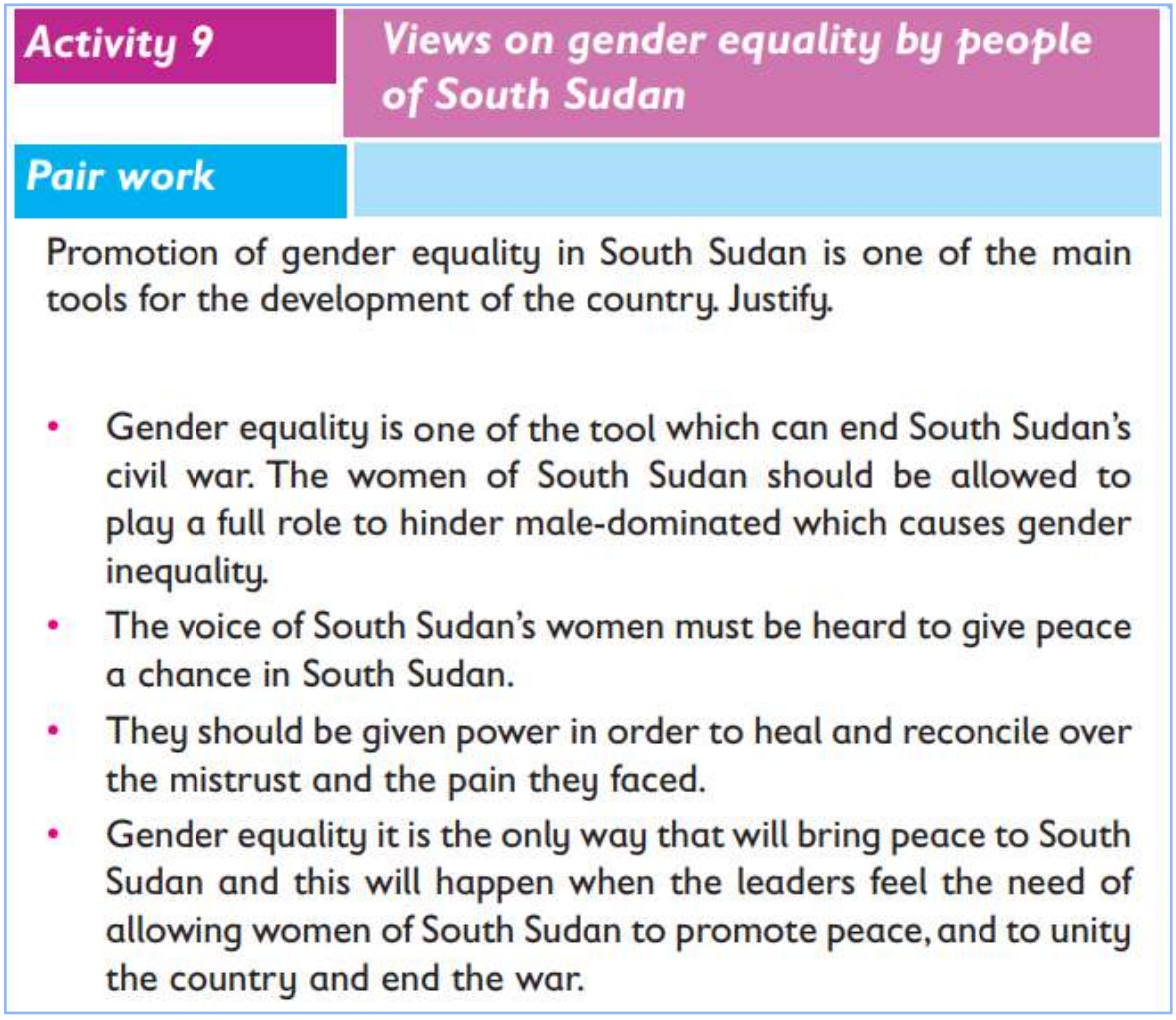
mainly responsible for tasks around the home, there is enough evidence to support the fact that women also play a very important role in farming which includes:

[1] *Women Smallholder Farmers: What is the Missing Link for the Food System in Africa?* (n.d.). Wilson Center. https://www.wilsoncenter.org/blog-post/women-smallholder-farmers

[2] Kircher, I. (2013). Challenges To Security, Livelihoods, and Gender Justice In South Sudan. Oxfam. file:///C:/Users/tglaz/Downloads/rr-challenges-security-livelihoods-gender-south-sudan-311013-en%20(2).pdf

80. *Social Studies,* Grade 7, pp. 84, 90, 98

Gender equality is shown to promote peace and democracy. Students are encouraged to reflect on the benefits of gender equality as a tool for development and peacekeeping in South Sudan. Gender equality is presented as a central tool to end the civil conflict in South Sudan, by allowing women's voices to be heard in order to promote unity and peacebuilding.



Activity 9 — ***Views on gender equality by people of South Sudan***

Pair work

Promotion of gender equality in South Sudan is one of the main tools for the development of the country. Justify.

- Gender equality is one of the tool which can end South Sudan's civil war. The women of South Sudan should be allowed to play a full role to hinder male-dominated which causes gender inequality.
- The voice of South Sudan's women must be heard to give peace a chance in South Sudan.
- They should be given power in order to heal and reconcile over the mistrust and the pain they faced.
- Gender equality it is the only way that will bring peace to South Sudan and this will happen when the leaders feel the need of allowing women of South Sudan to promote peace, and to unity the country and end the war.

(p. 98)

The textbook associates South Sudanese women with peacebuilding. The textbook recounts the stories of prominent South Sudanese female politicians when discussing gender equality, highlighting their work in peacebuilding in South Sudan and beyond, including successful efforts to cultivate peace among different ethnic groups.

3. Madam Awut Deng Achuil



Madam Awut is a South Sudanese politician. She is the current Minister of Gender, Child and Social Welfare.

Early in her career, Madam Deng as a leader of peace efforts participated in the New Sudan Council of Churches peace initiative. She was also instrumental in the 1999 Wunlit Peace Conference between the Nuer and Dinka. From 2000 to 2002 Deng traveled the world advocating for peace efforts in South Sudan to various world leaders.

90

(p. 90)

81. *Citizenship,* Grade 12, p. 99

The textbook features a photo of women conducting an advocacy programme on peace building, acknowledging women's role in the peace process.



A project on women participation in peace-building.

82. *English,* Grade 4, p. 51

This example advocates strongly for the protection of children's rights and an end to child slavery, Female Genital Mutilation (FGM) and early marriages. This signals a recognition of the need to change outdated and discriminatory cultural practices, advocating for a move towards a modernised, liberal society.

Teacher: What are some of these outdated cultural practices?

Ms Akong: These include FGM (Female Genital Mutilation) and early marriages among the girls. Child labour among boys and girls is another reason of dropping out of school. We do not want our young people to be involved in responsibilities beyond their age. They are our future leaders. Our organisation also looks into gender-based violence. It is our wish that families live in harmony. In this way, the families will bring up their children happily. Thank you for your attention.

83. *English,* Grade 5, p. 80

In contrast, this example risks normalising or downplaying the ill effects of Female Genital Mutilation (FGM) among traditional African communities, by referring to the practise as "female circumcision" and not expanding on why FGM is outlawed in Kenya.

> Maasai children enter into a system of "age-sets" with peers where various life stages, such as circumcision, are marked with ritual and ceremonies. At the age of 14, girls are initiated into adulthood through an official circumcision ceremony known as Emorata.
>
> Presently, the female circumcision ritual is outlawed in Kenya and its use is diminishing from the Maasai women's culture. Young Maasai girls are still taught by their mothers and older women other functional roles like how to build houses, make beadwork,cook, and clean their homes. When they come of age, their parents "book" a warrior from a respectable clan as an appropriate husband for their daughter.

Methodology

IMPACT-se applies methodological standards which are based on UNESCO and UN declarations, and international recommendations and documents on education for peace and tolerance (see notes). Our methodology is designed to consider every detail within the textbooks; it does not paraphrase, rely on interpretations, or attempt to illustrate preconceived notions. The following is an updated, condensed version of the IMPACT-se UNESCO-derived standards for peace and tolerance in school education:

1 **RESPECT**

The curriculum should promote tolerance, understanding and respect toward the "Other," his or her culture, achievements, values and way of life.[3]

2 **INDIVIDUAL OTHER**

The curriculum should foster personal attachment toward the "Other" as an individual, his or her desire to be familiar, loved and appreciated.[5]

3 **NO HATE**

The curriculum should be free of wording, imagery and ideologies likely to create prejudices, misconceptions, stereotypes, misunderstandings, mistrust, racial hatred, religious bigotry and national hatred, as well as any other form of hatred or contempt for other groups or peoples.[7]

4 **NO INCITEMENT**

The curriculum should be free of language, content, and imagery that disseminate ideas or theories which justify or promote acts and expressions of violence, incitement to violence, hostility, harm and hatred toward other national, ethnic, racial or religious groups.[4]

5 **PEACEMAKING**

The curriculum should develop capabilities for non-violent conflict resolution and promote peace.[6]

6 **UNBIASED INFORMATION**

Educational materials (textbooks, workbooks, teachers' guides, maps, illustrations, aids) should be up-to-date, accurate, complete, balanced and unprejudiced, and use equal standards to promote mutual knowledge and understanding between different peoples.[8]

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[3] As defined in the Declaration of Principles on Tolerance Proclaimed and signed by Member States of UNESCO on November 16, 1995, Articles 1, 4.2. See also the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding Between Peoples (1965), Principles I, III. Universal Declaration of Human Rights (1948): Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote under- standing, tolerance and friendship among all nations, racial and religious groups and shall further the activities of the United Nations for the maintenance of peace.

[4] As defined in Article 4 of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), adopted by the United Nations General Assembly Resolution 2106 (XX) on December 21, 1965. See also Article 20 of the International Covenant on Civil and Political Rights (ICCPR), adopted by the United Nations General Assembly Resolution 2200A (XXI) on December 16, 1966.

[5] The goal of education for peace is the development of universally recognized values in an individual, regardless of different socio-cultural contexts. See Ibid., Article 6. See also, on exchanges between youth, the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), Principles IV, V.

[6] Based on the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of UNESCO at its twenty-eighth session, Paris, November 1995, Article 9; and on the Declaration of Principles on Tolerance proclaimed and signed by member states of UNESCO on November 16, 1995, Article 5.

[7] Based on Ibid., Articles III.6, IV.7 and VII.39; and on the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of UNESCO at its twenty-eighth session, Paris, November 1995, Article 18.2.

[8] Based on UNESCO recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, Paris, November 19, 1974, Article V.14.

7 GENDER IDENTITY AND REPRESENTATION

The curriculum should develop capabilities for non-violent conflict resolution and pro- mote peace.[9]

8 SEXUAL ORIENTATION

The curriculum should be free of language, content, and imagery that promulgates violence or discrimination on the basis of sexual orientation.[11]

9 SOUND PROSPERITY AND COOPERATION

The curriculum should educate for sound and sustainable economic conduct and preservation of the environment for future generations. It should encourage regional and local cooperation to that effect.[10]

[9] Based on the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of UNESCO at its twenty-eighth session, Paris, November 1995, Article 9; and on the Declaration of Principles on Tolerance proclaimed and signed by member states of UNESCO on November 16, 1995, Article 5.
[10] Based on UNESCO recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, adopted by the General Con- ference at its eighteenth session, Paris, November 19, 1974, Articles III.6, and IV.7. On the imperative for developing "systematic and rational tolerance teaching methods that will address the cultural, social, eco- nomic, political and religious sources of intolerance," see the Declaration of Principles on Tolerance pro- claimed and signed by member states of UNESCO on November 16, 1995, Article 4.2. On education for international cooperation, see also the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), Principle II.
[11] Based on Resolutions 32/2 (adopted June 30, 2016) and 17/19 (adopted July 14, 2011) of the UN Human Rights Council, and numerous UN General Assembly resolutions expressing concern and condemnation of laws and practices around the world which target individuals based on their gender identity and/or sexual orientation for discrimination, violence, and even extrajudicial, summary or arbitrary executions—all of which contradict the most basic principles of the UN and have no place in education.

List of Textbooks

The following South Sudan Ministry of General Education and Instruction curriculum textbooks have been analyzed by IMPACT-se for the research in this study; not all were quoted in the examples. Digital versions available on request.

- English P4
- English P5
- English P7
- English S1
- CRE P5
- CRE P6
- Social Studies P7
- Social Studies P8
- Citizenship Education S1
- Citizenship Education S2
- Citizenship Education S3
- Citizenship Education S4
- History S1
- History S2
- History S3
- History S4
- Geography S2
- Geography S3