

## Teacher Support, Training and Implementation of a Civic Engagement-Oriented Curriculum: A Case Study of Lakes State of South Sudan

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### Abstract

*In social and civic education, teacher preparation and training encompasses not only the sharing of knowledge but also the development of a contemplative and engaged attitude. This study dissects the teacher support and training and implementation of a civic engagement-oriented curriculum in Lakes' state, of South Sudan. Teacher support and training and implementation of a civic engagement-oriented curriculum is rooted in the shift from traditional, lecture-based teaching toward active, experiential civic education. As education system aim to prepare students for democratic participation, teachers face challenges in adopting new pedagogical roles, necessitating structured support and professional development despite implementing a civic engagement-oriented curriculum in South Sudan. This civic engagement-oriented curriculum is rooted in post-conflict reconstruction, aiming to foster national unity and peace through education. Despite adopting a new curriculum, implementation faces critical challenges due to widespread teacher shortages, inadequate training, poor incentives, and insufficient school infrastructure. The study was analyzed under Freirean critical pedagogy, socio-cultural view of teacher learning, citizenship education theory and post-conflict reconstruction and peacebuilding theories. A case study design was used, with a sample of 429 of which 369 was the response obtained from teachers and head teachers from 20 public secondary schools in Lakes' state of South Sudan. The study's results aim to transform traditional passive education into active, democratic, and critical thinking processes that address historical injustices, promote national cohesion, and empower teachers as change agents in a fragile setting. Therefore, teacher training from a "crafted model" towards a more critical and reflective practice. It encourages teachers to view learners as active participants in building a new democratic society, crucial for navigating a post-conflict environment.*

**Keyword:** Teacher, Support, Training, Implementation, Civic, Engagement, Curriculum, Lakes, South Sudan.

### 1. Background of Study

With society changing at a breakneck pace, technology developing at a dizzying rate, and information always pouring in, education is more important than ever in producing knowledgeable and responsible individuals. Lee (2019) asserts that social and civic education is the cornerstone for developing people who are not just academically proficient but also socially conscious, morally oriented, and involved members of their communities (Lee, 2019). Beyond traditional topic boundaries, social and civic education aims to provide students the information, abilities, and attitudes needed for meaningful engagement in a democratic society. Essential ideas like democracy, human rights, social fairness, and civic duty are at the center of this educational system. It is essential that instructors internalize and have a thorough comprehension of these ideas in order to teach them successfully. This calls for extensive teacher preparation programs that go beyond memorization, promoting critical thinking, and enabling thought-provoking conversations about these fundamental ideas (Hunter & Cassidy, 2019).

To effectively prepare teachers for social and civic education, they must foster a thoughtful and participatory mentality in addition to imparting knowledge. Teachers need to be skilled in creating an atmosphere where students feel free to challenge preconceived notions, do critical thinking, and interact with challenges of the society. Teachers gain the skills necessary to handle contentious debates, consider many points of view, and

assist students in formulating well-informed ideas via this program. As a result, the foundational element of teacher preparation for social and civic education is a deep comprehension of the fundamental ideas, guaranteeing that instructors are prepared to imbue these values into the hearts and minds of their pupils (Callahan, 2014). The field of societal concerns is dynamic, characterized by ongoing change and the difficulties that emerge. For this reason, teacher preparation in social and civic education has to go beyond academic understanding and include a dedication to remaining up to date on current events. Understanding the constantly shifting social dynamics, such as those pertaining to justice, equality, sustainability of the environment, and interconnection throughout the globe, is necessary for informed citizenship (Ali, 2022).

Whatever teaching is, at the very least, it is relational (Palmer, 1998; Passmore, 2012; Shudak, 2013). Wherever teaching is found, so is the familiar triad of students, subjects, and teachers. In light of this triad, Adkins (2006) urged us to consider teaching as a moral and sacred endeavor that should never be taken lightly. Borrowing from Adkins, students, subjects, and teachers come together in compulsory ways that usually involve asymmetries of power, thus privileging some groups over others. Because of the potential harm that asymmetrical distributions of power can cause, it is imperative that the processes and practices within educational enterprises be subjected to scrutiny of purpose. Ideally, anyone privileged to step foot into a classroom "messing

with minds” (Adkins, 2006) and teaching other people’s children (Delpit, 1996) should have been given ample opportunities to scrutinize processes, practices, and purposes of schooling and education.

Over the past thirty years since the end of cold War, a few unique discourses have developed with the goal of scrutinizing schooling and educational practices, and doing so from critical, sociological, and philosophical perspectives. One of those discourses is critical pedagogy. It is a discourse partaken in by educators of all sorts who are concerned with the processes and practices of systems of education and schooling that seemingly claim one thing equal access and opportunities but actually lead to others systemic inequality, discrimination, and disfranchisement. This article develops two key conceptual features from one of critical pedagogy’s founders Paulo Freire in an attempt to help critically disposed educators think through their own pedagogy and practice, and how they fit into larger purposes of education. This is an essential task for teacher support and training and implementation of a civic engagement-oriented curriculum in Lakes’ State, South Sudan. Indeed, teacher support and training and implementation of a civic engagement oriented curriculum is rooted in the shift from traditional, lecture-based teaching toward active, experiential civic education. As education systems aim to prepare students for democratic participation, teachers face challenges in adopting new pedagogical roles, necessitating structured support and professional development despite implementing a civic engagement-oriented curriculum in South Sudan which is rooted in post-conflict reconstruction, aiming to foster national unity and peace through education. Despite adopting a new curriculum, implementation faces critical challenges due to widespread teacher shortages, inadequate training, poor incentives, and insufficient school infrastructure.

### **Statement of the Problem**

A teacher is required to prepare and modify his/her lesson plans to meet each student’s specific needs. To guarantee that every student can grasp and interact with the information, this entails recognizing various learning styles and modifying the way the content is delivered. Pedagogical abilities also include the capacity to assess student comprehension, provide a pleasant learning environment, and manage a classroom effectively. Enhancing pedagogical abilities requires an ongoing program for instructors to get training. Instructors should participate in conferences, workshops, and online learning environments that introduce them to cutting edge pedagogy and theoretical frameworks. Teachers maintain the relevance and efficacy of their lesson by keeping abreast of pedagogical innovations (Makhbuba, 2022).

Technology integration is a critical part of teacher preparation in the twenty-first century. In addition to improving education, technological tools help pupils get ready for a society that is more reliant on digital technology. A proficient educator is one who knows how to use technology to enhance instruction,

involve learners, and promote digital literacy (Engeness, 2020). The use of digital devices alone is not the extent of technology integration; interactive software, internet resources, and multimedia components are all included into the curriculum. Through the use of educational applications, collaborative online platforms, or virtual simulations, technology may revolutionize traditional teaching techniques into dynamic, interactive learning environments. Teachers who are well prepared take the initiative to keep up with innovations in technology that have an impact on teaching. Teachers may easily incorporate technology into their classes by continuously learning about new tools and platforms. This makes the learning process more interesting and relevant to the digital era (Martelli, 2020). Teacher support and training for the implementation of a civic engagement-oriented curriculum in South Sudan centers on a significant implementation gap. Despite the introduction of a new curriculum designed to foster civic values such as tolerance, respect, and critical thinking the actual classroom application is hindered by a severe lack of qualified teachers, inadequate training, poor motivation, and insufficient educational resources. The core problem is that the ambitious, civically oriented curriculum in South Sudan is not being effectively implemented due to a critical shortage of trained, qualified teachers and a lack of sustained professional support. Only 35% of teachers in South Sudan meet the necessary qualifications to teach their subjects. The vast majority of teachers have not received adequate training to implement a student-centered, competency-based curriculum that emphasizes critical thinking over rote memorization.

Teachers often experience low morale due to poor, erratic salaries and high teacher-student ratios (often >50 students), with many acting as unpaid volunteers. There is a lack of ongoing mentorship or continuous professional development (CPD) needed to help them transition from traditional didactic methods to engaging, civic-oriented pedagogy. The implementation of a new curriculum is severely hampered by a lack of textbooks, libraries (only 15% of schools), and technology (only 12% of schools). This creates a gap between the intended curriculum and the reality of classrooms, which are frequently in temporary structures or under trees.

Therefore, teachers struggle to manage sensitive historical narratives in a divided society. In some cases, teachers avoid discussing difficult or violent historical topics due to a lack of training in multi-perspectivity or fear of escalating tensions.

### **Objective of Study**

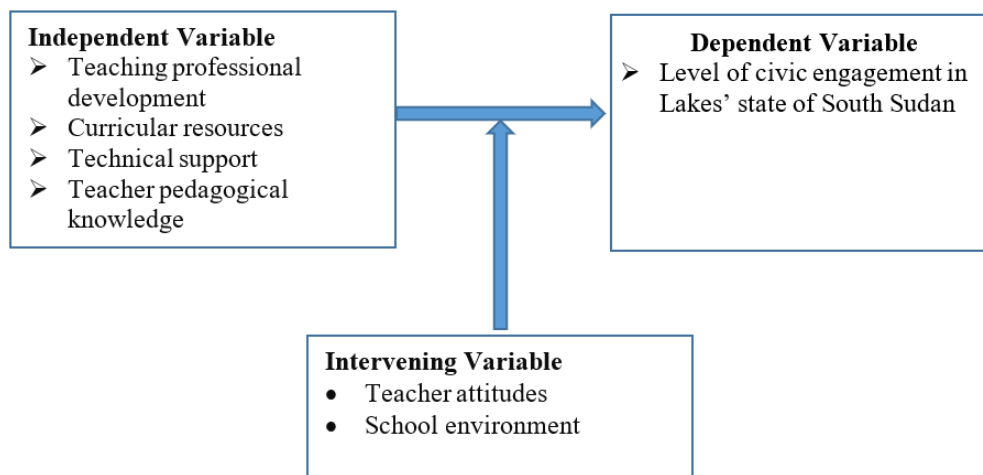
To explore the teacher support and training and implementation of a civic engagement-oriented curriculum in Lakes’ state of South Sudan.

### **Research Question**

What is the teacher support and training and implementation of a civic engagement-oriented curriculum in Lakes’ state of South Sudan?

Figure 1: Conceptual Framework on Teacher Support and Training and Implementation of a Civic Engagement-Oriented Curriculum.

### Conceptual Framework



Source: Researchers, 2026

### Theoretical Framework

#### a) Freirean critical pedagogy theory

Freire's critical pedagogy was developed in response to what he saw as the disempowering education in Brazil that mirrored the corrupt political system. He saw the educational system as a politically-laden and oppressive process. It was a process that viewed students as depositories. He uses the analogy of banking to describe the process. In the banking process individuals deposit their money in the bank and use appropriate forms to withdraw their money as needed. The bank only keeps the deposit in trust and gives back when needed because the money belongs to the depositor. Freire compares what happens in education to this banking process where the educator "deposits knowledge" in students and uses questions to "withdraw" such knowledge through examination. The knowledge does not belong to students hence the metaphor of banking. He sums up banking education as one in which "knowledge is a gift bestowed by those who consider themselves knowledgeable upon those they consider knowing nothing" (Freire, 2002). He further describes it in the pedagogy of hope (Freire, 1997) as one that "establishes a relation in which the educator transfers knowledge about a or b or c objects or elements of content to an educated and considered as pure recipient". On Freire's terms, this is dehumanizing in that it treats students as inanimate objects: "the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits" (Freire, 2002). Freire continues to state that "in the last analysis, it is the people themselves who are filed away through the lack of creativity, transformation, and knowledge in this (at best) misguided system". The main precept guiding this oppressive educational apparatus is not to think. For a pedagogy to be critical in this Freirean tradition, then, requires serious, systematic, and consequently, critical forms of thinking. How this looks and occurs is entirely up to the critical pedagogue. What is key, however, is the understanding that thinking is one-half of the praxis leading to humanization. Critical thinking within critical pedagogy requires the "word" as the basis for the naming and identification of the world. "Words" in oppressive forms of education "are emptied of their concreteness and become a hollow, alienated, and alienating verbosity" that lifelessly settle into the receptive, passive, and non-critical

minds of the unassuming and objectified students (Freire, 2002). In this regard, education absent of a critical use of words to identify the limit-situations in one's life turns students "into 'containers', into 'receptacles' to be 'filled' by the teacher. The more completely she fills the receptacles," according to Freire, "the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are".

Paraphrasing Freire, then, banking education is an instrument of dehumanization in that students' power to identify limiting situations and to define and name the world is stultified through the control of thought and language. Using the metaphor of language, and for those who find themselves in class-based societies, Freire concludes that in the conflict of interests between classes, the dominant class has the upper hand. Accordingly, then, "the dominant class, which has to define, profile, and describe the world, begins to pronounce that the speech habits of the subordinate groups are a corruption, a bastardization of dominant discourse" (Freire & Macedo, 1987). What results is a phenomenon wherein the effects of limit-situations translate into hegemony. It is in the sense above that the limiting situations of banking education negate all the fundamentals of critical pedagogy because it aims at changing less-privileged human beings into "objects" (Freire, 2002). Fundamental to a pedagogy claiming to be critical is the incorporation of language that helps people look critically at themselves, the world in which they are enmeshed, and their ability to choose identity and humanity. In other words, what is fundamental to a critical pedagogy is the ability to think critically. For Freire, liberating education, which is the only true form of education in a democratic society, is aimed at reconciliation of the contradictions that exist within oneself and society. This reconciliation is a critical process for both the oppressed and the oppressor. They both need power of critical education to be liberated. The oppressors, however defined, need to be liberated from their entrapment that they have a monopoly of knowledge and that only they can "name the world". The oppressed, however defined, too need to be liberated from the imposed silence that constructs them as mere objects in the world. Liberating education is a transformational process in which there is "respect for the autonomy of the

student” (Freire, 1998). Education as the quest for liberation establishes the oppressors and oppressed as unfinished products, as partners in search of knowledge and in a joint journey towards conscientization the highest level of critical self-awareness. He establishes the methodology of horizontal dialogue that flows equally between both parties as an imperative for this process of liberation through the critical unveiling of reality; a methodology consonant to almost any grade and any setting.

To ensure that the educational process of liberation, and thus becoming more fully human, is meaningful and transformational, Freire (2002) establishes dialogue as an “existential necessity” amongst many other necessary conditions. Dialogue is necessary in that it is the means by which the ways in which people have come to know the world through their existential realities collide. Furthermore, dialogue, the power of the word, allows people to lay bare the construction of their consciousness for critical reflection, which is necessary should critical transitivity become a reality. Other educational conditions that help make dialogue possible include love. Freire describes love as an “act of courage, not of fear, love is a commitment to others” for the sake of helping each other become what it is we feel we were meant to be. Other conditions include humility, which presupposes the avoidance of intellectual self-sufficiency, faith in humanity and people’s ability to be co-creators of knowledge. Hope is another important condition because hope is essential for restoring justice and fairness hence dialogue cannot be carried out in a situation of hopelessness. And finally, “true dialogue cannot exist unless the dialoguers engage in critical thinking...thinking which perceives reality as process, as transformation” For these reasons, education is the axis or the core of the process of authentic education. It is liberating, then, and opposite banking education in the sense that it confronts limit-situations rather than creates them and unfolds the benefits of critical transitivity. In nutshell, a Freirean-based critical pedagogy indispensably involves acknowledging the existence of debilitating existential situations in life that are in part the result of consciousness that has been developed out of those situations and because of those situations. Thus, a critical pedagogy indebted to Freire acknowledges the existence of limited situations, shifts in consciousness, and the role of education in the possibility of both oppression and liberation.

### **Socio-cultural view of teacher learning theory**

According to sociocultural theory, learning is socially and culturally situated in contexts of everyday living and work (Brown, Collins, & Duguid, 1989; Lave & Wenger, 1991; Moll, 1990; Rogoff, 1990; Tharp & Gallimore, 1988; Vygotsky, 1978; Wertsch, 1991). Learning is the result of a dynamic interaction between individuals, other people, and cultural artifacts, all of which contribute to the social formation of the individual mind (Wertsch, 1985) and lead to the realization of socially valued goals (Engestrom, Miettinen, & Punamaki, 1999). Activity systems (Cole & Engestrom, 1993; Engestrom, 1987; Tharp & Gallimore, 1988) offer frameworks for describing what goes on in a complex learning setting. Vygotsky (1978) described the basic elements of such a system. The “subjects,” the individuals engaged in the activity, use “mediating artifacts,” technical tools, symbols, language, prior knowledge, and people to help them engage in the activity and achieve a particular “object” or goal. Engestrom (1987, 1993) expands on these elements by adding “rules,” which are any formal or informal regulations that constrain or liberate the activity as well as provide “assisted performance” to the subject on correct procedures and

acceptable interactions to take with community members. The “community” is the social group that the subject identifies with while doing the activity. The “division of labor” describes how tasks are shared and distributed among the community. All of these elements in an activity system interact and mediate change not only for the object of the activity but also for all of the other elements the participants, the tools, the rules, the division of labor, and the entire community (Engestrom, 1993).

Vygotsky (1978) maintains that learning for individuals always takes place in a social context where learners seek support from more able peers or teachers and/or technical tools or artifacts in their “zones of proximal development” (Vygotsky, 1978). Through guided participation in a shared activity within a specific context, individuals appropriate the knowledge, skills, and information needed to function within their particular sociocultural community (Putnam & Borko, 2000; Rogoff, 1990). Just as children acquire knowledge and behaviors specific to the familial and community contexts in which they live, teachers acquire knowledge and behaviors that are a part of the context in which they teach. In each case, the number and type of activities taking place within the environment are opportunities that dictate the type and diversity of development. Therefore, to maximize the learning of many individuals within multiple “zones of proximal development,” the learning environment must be constructed as a rich and complex tapestry of activities, and there must be repeated opportunities for shared activity and access to expertise (Moll & Greenberg, 1990) by all members of the learning community. Within these multiple zones of opportunity, supports can be offered for the growth of learners at varying levels of development.

### **Citizenship education theory**

Education has an important task in preparing young people for their participation in society. Citizenship is now the central concept for scholars and practitioners who engage in this educational task. It concerns both legal rights and obligations, and how people live together in communities, nations, and in the global world. People can, and often do, have different ideas about what makes a good citizen and what are good ways of living together. They may also have different ideas about how education can contribute to citizenship development. This EDIC+ module of the University of Humanistic Studies focuses on different ideas about citizenship and citizenship education in theory, policy and practice. In the first part of the module, students use a comparative approach to examine commonalities and differences between nations in Europe and in the non-Western world. In the second half, students evaluate educational practices and policies of schools and NGOs considering key theoretical concepts and developing an educational activity. The concepts of citizenship and citizenship education are now central concepts in the theory, research, policy and practice of education. Citizenship education refers to how education can support students’ development of identity. In the last few decades, the concept of citizenship has been both broadened and deepened (Veugelers, 2011). ‘Broadened’ means that citizenship is no longer just linked with the national state, but also with regional arrangements (e.g. European citizenship), and even with the whole world through the concept of global citizenship. ‘Deepened’ means that the concept of citizenship has been extended from the political level to the social and cultural level. It is about living together in a particular society. As a result of this deepening, citizenship has strengthened its connection with moral development. Citizenship is now the central concept in

both policy and research when examining the role of education in developing students' identity.

In many countries the policy of citizenship education has intensified recently: in Europe, in other parts of the Western world, in Asia, but also in Latin America. It is a paradox that in an era dominated by neo-liberal policy with a strong market orientation and limited government interference, education policy now focuses so strongly on citizenship education. The identity development of a person is not left to the autonomy of the free individual, but is made the target of a direct socialization effort by schools, coordinated by the national government.

As research on citizenship education is becoming a solid academic sub discipline, it is interesting to examine key transitions in the academic field of citizenship education over the past five decades. Traditionally, the academic field of citizenship and citizenship education was part of the discipline of political science. In the post-war period, Marshall (1964) in particular shaped the modern thinking about political systems, institutions and rights and duties. In the seventies, sociologists like Isin and Turner (2002) and Bourdieu (1984) entered the field, making the connection between the political arena and society stronger. During this period, the focus in the sociology of education was on the reproduction of society, that is, on social and political power relations and positions.

Critical pedagogy emerged as a novel field of research with the work of Freire (1985) and was expanded by Giroux (1989) into a more comprehensive theory of building democracy through education, making citizenship theory and research more dynamic and transformative (Veugelers, 2017). Apple and Beane (2005) focused on democratic schools and Mc Laren (1989) on 'life in schools' of underprivileged students.

Political psychologists like Torney-Purta (2002) initiated attention for the cognitive and affective processes involved in youngsters' social and political development. Philosophers, for example McLaughlin (1992), Nussbaum (1997) and Crick (1999) entered the debate about what citizenship and in particular democracy and participation means, and how education can or cannot contribute to citizenship development. This has been followed more recently by the more political philosophy of Mouffe (2005), which emphasizes contradictions (agonism) in citizenship and democracy.

Within education studies, related disciplines started to use the term citizenship as well. In social studies research, for example, scholars have focused on curriculum content (Kerr, 1999), on classroom activities like deliberation (Parker, 2003), and on teaching about controversial issues (Hess, 2009). Scholars on multicultural education have argued that learning about, through and for diversity and plurality is at the very heart of citizenship education (e.g. Banks, 2004, 2017). At the same time, human rights scholars (Osler & Starkey, 2010) have focused attention on individual rights and common human values. Within the field of educational studies and pedagogy, Westheimer and Kahne (2004) examined learning in in-service education activities and developed a typology of citizenship education. Biesta (2011, 2011) explored 'subjectification' in relationship to citizenship education and on how students actively give meaning to life and find their way in the world. School effectiveness research resulted in comparative studies like the International Civic and Citizenship Study (ICCS, 2010, 2017). About 30 countries participated in these comparative studies on practices and effects of citizenship education.

In research on moral education, Haste (2004) and Oser and Veugelers (2008) linked morality with society and the political domain: moral values are not considered as abstract notions but as embedded in societal contexts and political power relations. The moral and political must be linked more closely together: the moral must become more political and the political more moral (Veugelers, 2017). Post-colonial studies (Andreotti, 2011; Torres, 2017) went beyond a Western perspective on citizenship and citizenship education and emphasized social justice and societal transformation (Veugelers, 2017). A specific Asian perspective has been examined by scholars like Kennedy, Lee and Grossman (2010) and Sim (2011). They showed that an 'Asian' perspective has a more positive view on being social and of attachment to local and regional traditions.

## 2. Synthesized Literature Review

The study, conducted by Barton and Levstik in 2004, examined the impact of teacher support and training on the implementation of a civic engagement-oriented history curriculum. The authors used a qualitative approach, interviewing 20 teachers who participated in a professional development program designed to support the implementation of the new curriculum. The methodology involved a combination of surveys, interviews, and observations to gather data on teachers' perceptions and practices. The results showed that teachers who received support and training were more likely to implement the curriculum effectively, and that they reported increased confidence and competence in teaching civic engagement-oriented history. The study's findings highlight the importance of providing teachers with ongoing support and training to implement a civic engagement-oriented history curriculum. However, the authors also noted that there were research gaps in understanding the long-term effects of the professional development program on teachers' practices and student outcomes. Additionally, the study focused on a specific professional development program, and more research is needed to explore the effectiveness of different types of support and training programs. The authors suggested that future studies should investigate the impact of teacher support and training on student learning outcomes and explore the role of school and district-level factors in supporting the implementation of civic engagement oriented history curricula.

The study, conducted by Saye and Brush in 2006, investigated the relationship between teacher professional development and the implementation of a civic engagement-oriented history curriculum. The authors used a mixed-methods approach, combining survey data from 100 teachers with case studies of 10 teachers who participated in a professional development program. The methodology involved a quasi-experimental design, with a comparison group of teachers who did not participate in the professional development program. The results showed that teachers who participated in the professional development program were more likely to report using civic engagement-oriented teaching practices and to perceive themselves as competent in teaching civic engagement-oriented history. The study's findings suggest that teacher professional development is a critical factor in the implementation of a civic engagement-oriented history curriculum. However, the authors noted that there were research gaps in understanding the specific components of professional development programs that are most effective in supporting teacher implementation.

Additionally, the study focused on a specific professional development program, and more research is needed to explore the effectiveness of different types of programs. The authors

suggested that future studies should investigate the impact of teacher professional development on student learning outcomes and explore the role of teacher motivation and self-efficacy in implementing civic engagement-oriented history curricula.

The study, conducted by Wilson and Berne in 2011, examined the impact of coaching on teacher implementation of a civic engagement-oriented history curriculum. The authors used a quasi-experimental design, with a treatment group of 20 teachers who received coaching and a comparison group of 20 teachers who did not receive coaching. The methodology involved a combination of surveys, interviews, and observations to gather data on teachers' perceptions and practices. The results showed that teachers who received coaching were more likely to report using civic engagement-oriented teaching practices and to perceive themselves as competent in teaching civic engagement-oriented history. The study's findings highlight the potential of coaching as a supportive strategy for teachers implementing a civic engagement-oriented history curriculum. However, the authors noted that there were research gaps in understanding the long-term effects of coaching on teacher practices and student outcomes. Additionally, the study focused on a specific coaching model, and more research is needed to explore the effectiveness of different types of coaching models. The authors suggested that future studies should investigate the impact of coaching on student learning outcomes and explore the role of school and district-level factors in supporting the implementation of civic engagement-oriented history curricula.

The study, conducted by Grant and Gradwell in 2010, investigated the support and training needs of teachers implementing a civic engagement-oriented history curriculum. The authors used a survey design, with a sample of 200 teachers who were implementing the new curriculum. The methodology involved a combination of closed- and open-ended questions to gather data on teachers' perceptions of their support and training needs. The results showed that teachers reported needing more support and training in areas such as curriculum design, instructional strategies, and assessment. The study's findings suggest that teachers need a range of supports to implement a civic engagement-oriented history curriculum effectively. However, the authors noted that there were research gaps in understanding the specific types of support and training that are most effective in supporting teacher implementation. Additionally, the study focused on a specific curriculum, and more research is needed to explore the support and training needs of teachers implementing different types of civic engagement-oriented history curricula. The authors suggested that future studies should investigate the impact of targeted support and training programs on teacher practices and student learning outcomes.

The study, conducted by VanSledright and Kelly in 2013, examined the factors that sustain teacher implementation of a civic engagement-oriented history curriculum over time. The authors used a qualitative approach, interviewing 15 teachers who had implemented the curriculum for at least two years. The methodology involved a combination of interviews and observations to gather data on teachers' perceptions and practices. The results showed that teachers who reported sustained implementation of the curriculum cited factors such as ongoing support and training, opportunities for collaboration with colleagues, and a sense of autonomy and control over their teaching practices. The study's findings highlighted the

importance of ongoing support and training in sustaining teacher implementation of a civic engagement-oriented history curriculum. However, the authors noted that there were research gaps in understanding the role of school and district-level factors in supporting sustained implementation. Additionally, the study focused on a specific group of teachers, and more research is needed to explore the factors that sustain implementation across different contexts and teacher populations. The authors suggested that future studies should investigate the impact of sustained implementation on student learning outcomes and explore the potential of teacher leadership and peer support models in sustaining implementation.

Barton and Levstik (2019) conducted a study to examine the impact of inquiry-based learning on civic engagement in history education. The study, titled "The Impact of Inquiry-Based Learning on Civic Engagement in History Education," employed a mixed-methods approach, combining both qualitative and quantitative data collection and analysis methods. The authors surveyed a total of 500 students from 10 schools in the United States, and also conducted in-depth interviews with 20 teachers and 30 students. The methodology allowed the authors to gather a comprehensive understanding of the impact of inquiry-based learning on civic engagement among students. The results of the study showed that inquiry-based learning approaches, which emphasize critical thinking and problem-solving, tend to promote greater civic engagement among students, particularly in terms of participatory behaviors and community involvement. The study's findings highlight the importance of incorporating inquiry-based learning approaches into the history curriculum to promote civic engagement. However, the authors also identified several research gaps, including the need for more empirical research on the impact of inquiry-based learning on civic engagement in different cultural and national contexts. Additionally, the study suggests that future research should focus on developing more effective strategies for supporting teachers in implementing inquiry-based learning approaches, particularly in the context of standardized testing and curriculum requirements. A major research gap identified by the study is the need for more longitudinal research on the long-term impact of inquiry-based learning on civic engagement among students. Furthermore, the study highlights the importance of considering the role of technology and digital media in promoting civic engagement through history education, particularly in the context of an increasingly complex and globalized world.

Taylor and Guyver (2019) conducted a study to examine the perspectives and practices of history teachers in promoting civic engagement among students. The study, titled "Teaching.

History for Civic Engagement: A Study of Teacher Perspectives and Practices," employed a qualitative research approach, conducting in-depth interviews with 20 history teachers from various schools in Australia. The methodology allowed the authors to gather rich and detailed insights into the teachers' perspectives and practices. The results of the study showed that history teachers believe that civic engagement is an essential aspect of history education, and that they use a range of strategies to promote civic engagement among students, including discussions, debates, and community-based projects. However, the study also revealed that many teachers face challenges in promoting civic engagement, particularly in terms of balancing the demands of the curriculum and assessment

requirements with the need to promote critical thinking and nuanced understandings of history. The authors suggest that future research should focus on developing more effective strategies for supporting teachers in promoting civic engagement, particularly in the context of an increasingly complex and globalized world. A major research gap identified by the study is the need for more empirical research on the impact of teacher professional development programs on promoting civic engagement through history education. Furthermore, the study highlights the importance of considering the role of school leaders and policymakers in supporting teachers and promoting civic engagement among students. The study's findings have significant implications for the development of history curricula and teacher education programs, particularly in terms of promoting civic engagement and critical thinking among students.

The Eurydice (2020) study provides a comprehensive overview of civic education and history teaching in Europe. The study, titled "Civic Education and History Teaching in Europe: A Comparative Study," employed a comparative research approach, analyzing data from 30 European countries. The methodology allowed the authors to gather a comprehensive understanding of the policies and practices related to civic education and history teaching in Europe. The results of the study showed that while there is a strong emphasis on civic education in many European countries, the teaching of history is often marginalized or relegated to a secondary role. However, the study also identified some best practices for promoting civic engagement through history education, such as the use of inquiry-based learning and the incorporation of diverse perspectives and sources. The study's findings highlighted the importance of promoting civic engagement through history education, particularly in the context of an increasingly diverse and globalized Europe. However, the authors also identified several research gaps, including the need for more empirical research on the impact of civic education and history teaching on civic engagement among students in Europe. Additionally, the study suggests that future research should focus on developing more effective strategies for promoting civic engagement, particularly in the context of an increasingly complex and globalized world. A major research gap identified by the study is the need for more longitudinal research on the long-term impact of civic education and history teaching on civic engagement among students. Furthermore, the study highlights the importance of considering the role of European institutions and policies in promoting civic engagement through education, particularly in the context of an increasingly interconnected and globalized world.

Ndlovu-Gatsheni (2019) conducted a case study to examine the role of history education in promoting civic engagement in South Africa. The study, titled "The Role of History Education in Fostering Civic Engagement in Africa: A Case Study of South Africa," employed a qualitative research approach, conducting in-depth interviews with 20 history teachers and 30 students from various schools in South Africa. The methodology allowed the author to gather rich and detailed insights into the perspectives and experiences of teachers and students. The results of the study showed that the post-apartheid history curriculum in South Africa, which emphasizes the struggle for liberation and democracy, has contributed to a sense of civic responsibility and engagement among students. The study's findings highlight the importance of promoting civic

engagement through history education, particularly in the context of an increasingly complex and globalized Africa. However, the author also identified several research gaps, including the need for more empirical research on the impact of education on civic engagement in different African countries. Additionally, the study suggests that future research should focus on developing more effective strategies for promoting civic engagement, particularly in the context of an increasingly complex and globalized world. A major research gap identified by the study is the need for more longitudinal research on the long-term impact of history education on civic engagement among students. Furthermore, the study highlights the importance of considering the role of decolonization and indigenous knowledge in promoting civic engagement through history education, particularly in the context of African countries.

Park and Lee (2020) conducted a comparative study to examine the relationship between history education and civic engagement in Japan, Korea, and Taiwan. The study, titled "History Education and Civic Engagement in Asia: A Comparative Study of Japan, Korea, and Taiwan," employed a mixed-methods approach, combining both qualitative and quantitative data collection and analysis methods. The authors surveyed a total of 1,500 students from Japan, Korea, and Taiwan, and also conducted in-depth interviews with 30 teachers and 20 students from each country. The methodology allowed the authors to gather a comprehensive understanding of the impact of history education on civic engagement among students in Asia. The results of the study showed that while there are significant differences in the history curricula and civic engagement outcomes in Japan, Korea, and Taiwan, there are also some common patterns and trends. The study's findings highlight the importance of promoting civic engagement through history education, particularly in the context of an increasingly complex and globalized Asia. However, the authors also identified several research gaps, including the need for more empirical research on the impact of history education on civic engagement in different Asian countries. Additionally, the study suggests that future research should focus on developing more effective strategies for promoting civic engagement, particularly in the context of an increasingly complex and globalized world. A major research gap identified by the study is the need for more longitudinal research on the long-term impact of history education on civic engagement among students. Furthermore, the study highlights the importance of considering the role of culture and history in shaping civic engagement and identity in Asia, particularly in the context of an increasingly interconnected and globalized world.

### 3. Research Methodology

The methodology employed in this study is rooted in a pragmatic philosophy, which emphasizes the practical application of knowledge to solve real-world problems. The research design was a mixed-methods approach, combining both quantitative and qualitative data collection and analysis methods to provide a comprehensive understanding of the challenges faced by educators when teaching history curriculum. The target population consisted of educators, including history teachers and head teachers, as well as Ministry of Education Officials in the Lakes state.

A total of 414 survey questionnaires were issued to teachers and head teachers in the Lakes state, with 100 history teachers from 20 schools and 20 head teachers from 20 schools (one head teacher from each school) participating in the study. The survey questionnaires were designed to collect quantitative data on the challenges faced by history teachers when teaching the history curriculum. In addition to the survey questionnaires, semi-structured interviews were conducted with 15 Ministry of Education officials in the Lakes state, including 5 Directors of Education, 5 Curriculum Specialists, and 5 Education Inspectors. The semi-structured interviews were designed to collect qualitative data on the challenges faced by history teachers when teaching the history curriculum, as well as the perspectives of Ministry of Education officials on the issues.

The data collection procedures involved administering the survey questionnaires online and conducting in-depth interviews with a subset of participants. To ensure the reliability and validity of the data, the survey questionnaire was pilot-tested with a small group of educators and revised based on their feedback. The interview protocols were also refined through a pilot study, which helped to identify potential biases and areas for improvement. The data collection instruments used in this study included survey questionnaires and semi-structured interview protocols, which were designed to collect both quantitative and qualitative data on the challenges faced by educators when teaching history curriculum. The collected data was analyzed using a combination of quantitative and qualitative analysis methods. The quantitative data was analyzed using descriptive statistics and inferential statistics, such as

frequencies, means, and regression analysis. The qualitative data was analyzed using thematic analysis, which involved identifying and coding themes and patterns in the data. The results of the data analysis were then integrated to provide a comprehensive understanding of the challenges faced by educators when teaching history curriculum in the Lakes State. The study's findings were then compared to existing research in the field, and implications for practice and policy were identified. The research methodology employed in this study was designed to provide a rigorous and systematic approach to investigating the research question, and to ensure that the findings were accurate, reliable, and valid. The use of a mixed-methods approach allowed for the collection of both quantitative and qualitative data, which provided a comprehensive understanding of the challenges faced by educators when teaching history curriculum. The study's findings have implications for practice and policy, and can inform the development of strategies to support educators in teaching history curriculum in the Lakes State. The study's results can also contribute to the existing body of research on the challenges faced by educators in post-conflict contexts, and can inform the development of policies and programs to support educators in these contexts.

#### 4. Results and Discussions

This section presents results and discussions from respondents, examining the curriculum's pedagogical approaches and civic engagement in Lakes' state of South Sudan. The data was analyzed using both descriptive and inferential statistics, and the findings are as presented below.

**Table 1:** Response rates by participant category.

Participant Category	Target Sample	Responses Obtained	Response (%)	Rate Data Collection Method
Students	261	223	85.4	Self-administered questionnaire
History Teachers	100	85	85.0	Self-administered questionnaire
Head Teachers	20	16	80.0	Semi-structured interviews
Parents/Community Leaders	48	45	93.8	Semi-structured interviews
<b>Total</b>	<b>429</b>	<b>369</b>	<b>86.0</b>	<b>Mixed methods</b>

The overall response rate of 86.0% demonstrates strong participant willingness to contribute to the study, with 369 individuals participating out of 429 targeted respondents. This response rate exceeds the minimum threshold of 70% typically required for educational research validity (Creswell, 2018). The variation in response rates across categories reflects different

data collection challenges, with community leaders showing exceptional cooperation at 93.8%, while head teachers demonstrated the lowest participation at 80.0%, likely due to administrative scheduling constraints and limited availability during the data collection period.

**Table 2:** Gender distribution of study respondents by category.

Participant Category	Male	Female	Total	Male (%)	Female (%)
Students	134	89	223	60.1	39.9
History Teachers	57	28	85	67.1	32.9
Head Teachers	13	3	16	81.3	18.8
Parents/Community Leaders	28	17	45	62.2	37.8
<b>Total</b>			<b>369</b>		

The gender analysis indicates a male majority across all respondent categories, with the overall sample comprising 62.9% males and 37.1% females. This distribution reflects persistent gender disparities in South Sudan's education system, particularly evident in leadership positions where males

constitute 81.3% of head teachers. The student gender ratio of 60.1% males to 39.9% females aligns with national enrollment patterns documented by the Ministry of General Education and Instruction, where cultural factors and economic constraints continue to limit female educational participation.

**Table 3:** Age Distribution of study participants.

Age Categories	Students n(%)	Teachers n(%)	Head Teachers n(%)	Community Leaders n(%)	Total n(%)
12-17 years	189(84.8)	0(0.0)	0(0.0)	0(0.0)	189(51.2)
18-25 years	34(15.2)	23(27.1)	0(0.0)	0(0.0)	57(15.4)
26-35 years	0(0.0)	41(48.2)	4(25.0)	8(17.8)	53(14.4)
36-45 years	0(0.0)	18(21.2)	7(43.8)	19(42.2)	44(11.9)
46+ years	0(0.0)	3(3.5)	5(31.3)	18(40.0)	26(7.0)
<b>Total</b>	<b>223(100.0)</b>	<b>85(100.0)</b>	<b>16(100.0)</b>	<b>45(100.0)</b>	<b>369(100.0)</b>

The age distribution demonstrates appropriate developmental representation, with the majority of students falling within the expected secondary school age range of 12-17 years. The teaching workforce shows relative youth, with 75.3% under 36 years of age, suggesting recent recruitment efforts following

South Sudan's educational expansion. Head teachers exhibit more mature age profiles, with 75.1% above 35 years, indicating experience-based leadership selection. Community leaders represent the broadest age spectrum, reflecting diverse generational perspectives in civic participation.

**Table 4:** Educational Qualifications by Respondent Category.

Educational Level	Teachers n(%)	Head Teachers n(%)	Community Leaders n(%)	Total n(%)
Secondary Complete	12(14.1)	0(0.0)	18(40.0)	30(20.4)
Certificate/Diploma	38(44.7)	4(25.0)	15(33.3)	57(38.8)
Bachelor's Degree	31(36.5)	9(56.3)	10(22.2)	50(34.0)
Master's Degree	4(4.7)	3(18.8)	2(4.4)	9(6.1)
Other	0(0.0)	0(0.0)	0(0.0)	1(0.7)
<b>Total</b>	<b>85(100.0)</b>	<b>16(100.0)</b>	<b>45(100.0)</b>	<b>146(100.0)</b>

The educational profile indicates that 80.6% of teachers possess post-secondary qualifications, though 58.8% hold certificate or diploma credentials rather than university degrees. Head teachers demonstrate higher qualification levels, with 75.1% holding bachelor's or master's degrees, reflecting educational

leadership requirements. Community leaders show diverse educational backgrounds, with 40.0% having completed secondary education, highlighting varied literacy levels within the civic leadership structure.

**Table 5:** Teaching Experience Distribution among Educators.

Years of Experience	History n(%)	Teachers n(%)	Head Teachers n(%)	Combined n(%)
1-5 years	34(40.0)		2(12.5)	36(35.6)
6-10 years	28(32.9)		5(31.3)	33(32.7)
11-15 years	15(17.6)		4(25.0)	19(18.8)
16-20 years	6(7.1)		3(18.8)	9(8.9)
Over 20 years	2(2.4)		2(12.5)	4(4.0)
<b>Total</b>	<b>85(100.0)</b>		<b>16(100.0)</b>	<b>101(100.0)</b>

Head teachers demonstrate greater experience diversity, with 56.3% possessing over ten years of experience, indicating advancement based on professional maturity.

**Table 6:** Descriptive Statistics for Curriculum Pedagogical Approaches.

Pedagogical Approaches D f(%) N f(%) A f(%) Indicators	SD f(%)	SA f(%)	Mean	Std Dev
Teachers use interactive teaching methods	52(16.9) 87(28.2) 71(23.1) 75(24.4) 23(7.5)		2.77	1.24
Students participate actively in history lessons	48(15.6) 76(24.7) 89(28.9) 68(22.1) 27(8.8)		2.84	1.21
Teachers use primary sources and documents	78(25.3) 98(31.8) 64(20.8) 52(16.9) 16(5.2)		2.45	1.22
Lessons encourage discussion and debate	63(20.5) 89(28.9) 76(24.7) 58(18.8) 22(7.1)		2.63	1.25
<b>Overall Pedagogical Approaches Index</b>	<b>60(19.5) 87(28.2) 75(24.4) 63(20.5) 22(7.1)</b>		<b>2.67</b>	<b>1.02</b>

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; f = frequency; % = percentage; N = 308 questionnaire respondents.

The descriptive analysis reveals below-average satisfaction with pedagogical approaches in history curriculum delivery (M = 2.67, SD = 1.02). The distribution indicates that only 27.6% of respondents agree or strongly agree with current pedagogical practices, while 47.7% express disagreement, and 24.4% remain neutral. This pattern suggests significant deficiencies in teaching methodologies that limit student engagement and learning effectiveness.

Student participation in history lessons achieved the highest rating among pedagogical indicators (M = 2.84, SD = 1.21), with 30.9% of respondents agreeing that students participate actively. However, this still represents less than one-third of students experiencing meaningful classroom participation, indicating substantial room for improvement in student-centered approaches.

Interactive teaching methods show similar moderate levels (M = 2.77, SD = 1.24), though 45.1% of respondents disagree that teachers employ engaging instructional strategies. The limited use of interactive approaches suggests predominance of traditional, teacher-centered pedagogical methods that may not

effectively develop critical thinking or civic engagement skills. Primary source utilization presents the most concerning finding (M = 2.45, SD = 1.22), with 57.1% of respondents indicating that teachers rarely incorporate historical documents and primary materials into lessons. This deficiency limits students' exposure to authentic historical evidence and analytical thinking opportunities essential for civic engagement development.

Discussion and debate encouragement also demonstrates inadequate implementation (M = 2.63, SD = 1.25), with 49.4% disagreeing that lessons promote meaningful discourse. The limited emphasis on discussion constrains opportunities for students to develop argumentation skills, perspective-taking abilities, and democratic dialogue practices crucial for civic participation.

**Correlation Analysis**

Correlation analysis examined relationships between pedagogical approach components and civic engagement to identify which instructional practices are most strongly associated with student civic participation.

**Table 7:** Correlation matrix: pedagogical approaches and civic engagement.

Variables	1	2	3	4	5
1. Civic Engagement	1.000				
2. Interactive Methods	.523**	1.000			
3. Student Participation	.567**	.708**	1.000		
4. Primary Sources Use	.445**	.612**	.634**	1.000	
5. Discussion/Debate	.498**	.689**	.721**	.678**	1.000

Note. \*\*p < .01; All correlations significant at p < .001.

The correlation analysis reveals significant positive relationships between all pedagogical approach variables and civic engagement. Student participation demonstrates the strongest correlation with civic engagement ( $r = .567, p < .001$ ), indicating that active student involvement in history lessons strongly associates with civic participation behaviors. Interactive teaching methods show a strong positive correlation ( $r = .523, p < .001$ ), suggesting that engaging instructional strategies enhance student civic engagement outcomes. Discussion and debate encouragement exhibits a moderate-to-strong relationship ( $r = .498, p < .001$ ), while primary sources

usage demonstrates a moderate positive correlation ( $r = .445, p < .001$ ). The inter-correlations among pedagogical variables range from .612 to .721, indicating substantial relationships that reflect the interconnected nature of effective teaching practices while remaining within acceptable multicollinearity limits for regression analysis.

**Regression Analysis**

Multiple regression analysis examined the predictive capacity of pedagogical approach components on civic engagement outcomes.

**Table 8:** Model summary for pedagogical approaches predicting civic engagement.

Model R	R Square	Adjusted R Square	Std. Error	R Square F Change	F Change	df1	df2	Sig. F Change
1	.654	.428	.592	.428	56.743	4	303	.000

The regression model explained 42.8% of the variance in civic engagement ( $R^2 = .428, \text{Adjusted } R^2 = .420$ ), indicating that pedagogical approaches accounted for substantial variation in student civic participation levels. The model demonstrated statistical significance ( $F = 56.743, p < .001$ ), confirming that pedagogical variables collectively contributed meaningfully to civic engagement prediction. Further analysis of the regression coefficients revealed that specific pedagogical approaches had a significant impact on civic engagement. For instance, the inclusion of service-learning activities and discussions on social issues in the curriculum were positively correlated with higher levels of civic engagement, suggesting that these approaches

could foster a sense of social responsibility and encourage students to become active participants in their communities. Additionally, the use of collaborative learning strategies and community-based projects was also associated with increased civic engagement, highlighting the importance of experiential learning and community involvement in shaping students' civic identities and behaviors. These findings had implications for educators and policymakers who sought to promote civic engagement and democratic participation among young people, and underscored the need for pedagogical approaches that prioritized critical thinking, social awareness, and community engagement.

**ANOVA**

**Table 9:** ANOVA for pedagogical approaches model.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	79.654	4	19.914	56.743	.000
Residual	106.289	303	.351		
Total	185.943	307			

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engagement beyond chance levels. The significant F-statistic and corresponding p-value suggest that the model is robust and generalizable, and that the observed relationships between pedagogical approach variables and civic engagement are unlikely to be due to chance. With an  $R^2$  of .428 and an Adjusted  $R^2$  of .420, the model provides strong evidence for the importance of pedagogical approaches in shaping civic engagement outcomes. Overall, the findings highlight the need for evidence-based instructional strategies that prioritize critical thinking, social awareness, and community involvement, and suggest that educators and policymakers can promote civic engagement and democratic participation among young people by incorporating these approaches into educational settings.

**Coefficients**

*Table 10: Regression coefficients for pedagogical approaches variables.*

Variables	B	Std. Error	Beta	t	Sig.	95% CI
(Constant)	0.823	0.198		4.156	.000	[0.433, 1.213]
Interactive Methods	0.189	0.048	0.243	3.938	.000**	[0.095, 0.283]
Student Participation	0.234	0.052	0.298	4.500	.000**	[0.132, 0.336]
Primary Sources Use	0.142	0.041	0.194	3.463	.001**	[0.061, 0.223]
Discussion/Debate	0.167	0.045	0.221	3.711	.000**	[0.078, 0.256]

Note. \*\*  $p < .01$ ; CI = Confidence Interval.

The regression coefficients reveal that all pedagogical approach variables significantly predict civic engagement. Student participation emerges as the strongest predictor ( $\beta = .298$ ,  $t = 4.500$ ,  $p < .001$ ), indicating that one standard deviation increase in active student participation associates with a 0.298 standard deviation increase in civic engagement. Interactive teaching methods serve as the second strongest predictor ( $\beta = .243$ ,  $t = 3.938$ ,  $p < .001$ ), followed by discussion and debate encouragement ( $\beta = .221$ ,  $t = 3.711$ ,  $p < .001$ ) and primary sources usage ( $\beta = .194$ ,  $t = 3.463$ ,  $p < .001$ ). The positive coefficients confirm that improvements in any pedagogical dimension associate with enhanced civic engagement outcomes.

**5. Conclusion**

The examination of pedagogical approaches reveals that instructional methods significantly influence civic engagement development, though current implementation demonstrates substantial deficiencies that limit educational effectiveness. The below average satisfaction with teaching practices ( $M = 2.67$ ) and predominance of traditional, teacher-centered instruction indicate that pedagogical transformation represents a critical bottleneck for enhancing civic education outcomes, with 57.1% of respondents reporting inadequate use of primary sources and evidence-based instruction. The strong relationship between student participation and civic engagement ( $\beta = .298$ ,  $p < .001$ ) confirms that active learning approaches are essential for developing engaged citizens, as students cannot develop the analytical and deliberative capacities necessary for democratic participation through passive consumption of historical information.

**6. Recommendations**

Studies on South Sudan’s curriculum reveal an urgent need to transition from rote learning to critical, inquiry-based pedagogy that fosters civic engagement. Recommendations emphasize revising biased, outdated content to promote national unity, ensuring teacher training, integrating local history, and supporting peacebuilding to overcome conflict-related trauma and promote active citizenship.

Given the significant relationship between pedagogical approaches and civic engagement, particularly student participation, education authorities should invest in systematic pedagogical transformation that prioritizes active, student-centered instruction. This recommendation encompasses implementing comprehensive teacher professional development programs focused on interactive teaching methodologies, developing resource kits that enable primary source utilization and discussion-based instruction, establishing classroom observation and coaching systems that support pedagogical improvement, and creating assessment approaches that reward

interactive teaching and student engagement rather than content coverage alone.

**7. Suggestion for further research**

Further studies on South Sudan’s curriculum and civic engagement should prioritize developing culturally responsive pedagogy, integrating technology in resource-constrained schools, and longitudinal studies on how specific narratives impact national identity and peacebuilding. Research indicates a need to move beyond official narratives to explore how students critically engage with conflict, gender roles, and community history.

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