

Sahrawi Arab Democratic Republic Ministry of Teaching and Education



REFERENCE DOCUMENT FOR EDUCATIONAL CURRICULA



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INTRODUCTION:

Part I: Benchmarks and sources (reference).

Chapter I: General context.

Chapter II: the Sahrawi School (brief overview).

Chapter III: National and international legislation.

Part II: Vision and Mission

Chapter I: Vision

Chapter II: School Mission

Part III: Organization of the educational sector

Chapter I: Structure of the Sector

Chapter II: Educational stages

Part IV: Educational Curricula

Chapter I: Founding Principles of the Educational Curricula

Chapter Two: Components of the Curricula

1. Graduation profiles
2. Conceptual matrix
3. Cross - functional values and competencies

Part V: Pre-school curriculum

Part VI: Fundamental education curriculum

INTRODUCTION:

Education has an important and pivotal role in guiding individuals, shaping communities and building institutions and nations. Such an importance continues to be a matter of an extensive debate about all the educational sector's attendant work in terms of concepts, orientations and policies that define, on the whole, the degree of awareness of that important role. It also guides the assessment criteria of common sense, clarity of vision, purposeful planning and method effectiveness.

Through its programs, counselors, facilities and equipment, school (and the educational institution in general) reflects the extent of the awareness about the importance and the priority that should be given to this sector. Participating consciously, and being the society cornerstone that guarantees the nation's steadfastness, and making up the basic unity of the social construction through which the education of individuals is achieved, the family represents, as well, a true measure of the awareness of the society and the action of vanguards.

The human action will not be useful unless it is established on the basis of a plan that constitutes a key guarantor pillar, in view of the great importance that planning represents in our contemporary life, the visions and objectives that it determines, and the possibilities and perspectives it offers for its success and progress.

Therefore, the world's nations and governmental and non-governmental institutions are endeavoring, in achieving their programs, to take planned, measured and forward-looking steps flexible enough to accommodate the contemporary quick-pace changes.

Teaching and education are at the top of concerns that are only valid through a methodological planning due to the complex nature of the upbringing process and the difficulty to measure the achievement indicators associated with a rigorous cumulative process based on time, in terms of extension, and on efforts in terms of quantity, quality, diversity and frequency.

The keenness of the Ministry of Teaching and Education in the SADR government to prepare a comprehensive reference document arising from a vision based on our reality and taking into account our national specificity as well as the outcomes of our people's experience in construction and liberation, and on the outputs of the different evaluation phases, and benefiting from the successful experiences of friendly and sister countries. Such a keenness is a completion of the efforts made through the national construction path which hastened, from the beginning, to invest in human resources, and worked hard to apply scientific methodology and continuous improvement that are open to the educational sector's outputs.

The review and evaluation of the most important previous attempts, aimed at building and developing the teaching and education system in the SADR over the past years, provides a rich background of lessons and experiences that should be launched and utilized in building and presenting an updated scientific, sound, objective and effective vision that contributes to develop the national system of teaching and education by creating a reference guideline that steers the sectoral framework in the field of educational research; a realistic and applicable reference which satisfies the reference standards set in the formalized literature, and is subject to legal frameworks in force at the national level and in harmony with the forms and contents of the documentation adopted in the relevant national and international bodies.

In this context, and taking advantage from similar sisterly and friendly countries' methodology, the present draft meets all these considerations. It stems from the various editions of existing documents in the national educational institutions and provides a basis for debate on the vertical and horizontal levels of the ministry and beyond. Such a draft intends to produce a final form of a high-quality-contents' document, properly worded and ready to be submitted to state bodies for approval.

By reviewing the most important scenes of the national experience and examining the official literature of the state, this draft suggests proposed guidelines for the Sahrawi educational policy that should be the basis of any thinking to plan the curricula, set the goals or propose the contents of the school textbooks.

It also provides a theoretical framework for the educational curricula adopted in the Sahrawi educational institutions, using the Sahrawi Ministry of Teaching and Education's documents as well as the analyzed and adapted curricula of sister countries whose textbooks were adopted in our schools since two decades ago.

PART I: BENCHMARKS AND SOURCES (REFERENCE)

Chapter I: General context

The complex and difficult circumstances experienced by the Saharawi people along the process of building their national identity have cast a shadow on the quality and quantity of the inputs of the construction process (human, technical, intellectual and organizational tools) and have greatly influenced the nature of its outputs.

As part of the Sub-Sahara, the Western Sahara suffered from harsh weather conditions, poor vegetation, sand movement, successive droughts and water scarcity. These factors are discouraging to any willing to establish a human activity that requires stability and accumulation. Thus, primitive and modest economic structures are hardly what have been established in the absence of available grounds for urbanization.

By contrast, its wealthy subsoil, rich coastline and strategic location are irresistible temptations for those coming from the north and overseas. Inspired by an inherent voracity and unbridled desire to ensure supremacy, and armed with all the tools of acquisition and techniques of elimination, newcomers of all nationalities and since their early stages have tried to take over the ownership of the land and tighten the control on the population.

A new-type danger that increases the severity of the challenges: the colonial phenomenon with all what it implies of greed, selfishness and injustice... A disproportionate struggle started and extended over four centuries to this very day.

A multi-faceted struggle ... Facing a harsh nature to secure survival and confronting scarce sources to create the reasons for self-sufficiency; a self-fight to overcome the causes of underdevelopment... A struggle against the invaders to protect the land ... a struggle of the Sahrawi in their daily life, drawing the details of the various chapters of their history... leaving them no room for maneuver nor optional choice.

The last 50 years of the history of the Sahrawi people have provided a clear depiction of the nature, scale and diversity of the challenges facing them:

- The insistence of the Spanish colonizer to ignore the right of the Saharawi people to self-determination, to oppose its legitimate and peaceful demands in the early 1970s, and repressing them by violence and alliance with expansionist regimes in the region (Morocco and Mauritania) sustained politically and militarily by France and the USA and funded by some Gulf states... an unjust war of annihilation to assassinate the dream of establishing an independent national state on the land of the Western Sahara.
- Following the Spanish colonial approach, the Moroccan regime, protected by the same alliance, continues to this very day to occupy the land, quashing human rights, depleting wealth, enforcing the fait accompli policy and breaching international conventions and norms in full view of an international community whose mechanisms lack the power of tipping the might of right in front of the right of power.
- The effects of systematic extermination policy and severe war which has spared no Sahrawi throughout the national territory, and in which the invaders used all kinds of mass destruction weapons, including the internationally prohibited ones:
 - Tens of thousands of dead and wounded, detainees, missing persons and people with permanent disabilities.

- Thousands of displaced families out to the open and subject to pandemics and famine.
- An unprecedented situation of Sahrawi Diaspora in different countries with dissimilar cultures and political reference.
- A fierce cultural invasion aiming at uprooting the identity and mutilating the national culture.
- Destruction of infrastructures, looting of property and exhaustion of all kinds of wealth.
- The harsh situation of the Saharawi people, who found itself in a state of fragility after a heavy Spanish colonial legacy (poverty, ignorance, illiteracy, underdevelopment) in front of the armies of two neighboring countries, from the north and the south, supported by a sophisticated military and intelligence arsenal. This situation triggered multiple tasks and crowded priorities:
 - Protecting the unarmed civilian population in all the villages scattered throughout the national territory, who are daily subjected to bombardment, killing, kidnapping, arrest, and torture, as well as ensuring a safe haven from the hostile forces that provides water, food, cure and safety to families and individuals fleeing the oppression of the invaders.
 - Preparing the military force capable of being present in more than a front and move on a coastline that stretches along 1200 kilometers and spread in a vast area that goes beyond national borders to reach the Mauritanian depth and the inner Moroccan cities, to repel aggression and liberate the territories.
 - Thwarting the enemy's plans, dismantling its alliances and confronting it in international forain order to refute its claims and win the political and legal battle as well as to expand the scope of alliance and support for the national cause.

But the last 50 years provided, as well, the most obvious picture of Saharawi people resistance and patience, during which great energies for challenge and creativity was freed:

- The genius of the strategic vision of the pioneer thinking to create constitutive stations that are necessary to launch a successful process (national unity, proclamation of the republic ...), integrate liberation and construction missions, combine actions in all fields, overcome the difficulties related to changing the rejected reality to a needed one by identifying the priorities and putting at their center building a qualitative human to compensate for the numerical deficit by focusing on education, teaching and training.
- put the Sahrawi people back together around his legitimate and sole representative that is the Popular Front for the Liberation of Saguia el-Hamra and Río de Oro.
- establish a government-in-exile with integrated institutions (political, military, diplomatic, legislative, judicial, social and economic) that exercise full sovereignty over parts of its liberated territory.
- The acumen of the Sahrawi Liberation Army -though with little experience and limited gear – to steadfast and counter the alliance of typical hostile armies and to build a military force and developing a combat experience that has become a school with a global resonance.
- extract international recognition of the cause's equity and the national struggle legitimacy:
 - Full sovereign membership in the African continental organization.
 - Involve the highest UN body (the United Nations Organization) in the search for a just and lasting solution that safeguards the legitimate rights of the Sahrawi people.
 - Issue an arsenal of international resolutions and recommendations (political, legal, humanitarian and economic) that recognize the sovereignty of the Sahrawi people and safeguard their right to self-determination.

- Manage to create the elements of resilience despite the difficult circumstances and the scarcity of resources by adopting a policy of self-sufficiency (rehabilitation of human cadres, maintaining the race through reproduction, creating and improving productivity in all fields)
- The pioneer role of Sahrawi women in creating, embracing and accompanying the national action in the process of liberation and construction, which represented a real breakthrough compared to their limited knowledge and restricted political qualification.

Chapter II: the Sahrawi School (a concise overview)

The status of education in the pre-colonial era: The Sahrawi society in its currently-known geographical area, formerly opened to broader spaces, is a result of the combination of interactive factors of history, nature and demography which are influential to and influenced by its environment. The result of these interactions and accumulations, especially socio-cultural ones, is the establishment of an Islamic Arab African identity paradigm.

The state of instability and its consequences were among the most important factors that did not contribute to the emergence of interests or activities inclined to accrue to the construction of such cities as those creating scientific institutions, as known in the North Africa at the time. This situation drives any desire in this field to retreat outside the field the priorities permanently confronted to the challenges of life concerns, resistance and wars, which did not allow the emergence of what can rise to the level of educational facilities and scientific institutions. This resulted, at best, in a simply traditional school modeled on the form and nature of the nomadic community in terms of instability. A school called "M'sharta", its tools: The Marabout (religious teacher), the boards, the gums and the pupils, its place: the open air, and its timing: daytime. This school, with its simplicity and oral nature, has played a great role in maintaining the Islamic religion and the Arabic language in a way that goes in harmony with the society's simple nature. It was renowned by scientific and historical debates that illustrated the school's moderation and status in the region.

The status of education during the colonial era: The period after 1884 represented the peak of the Western Sahara situation dealing with the others, Europeans, and the subsequent repercussions related to the colonial phenomenon as the emergence of cities, mainly for security, administrative and economic reasons, which brought some polarization of the demographic concentrations of the nomadic population and the consequent links between these cities triggering an imbalance in terms of concepts, values, structures and symbols that caused confusion in the community activities related to education and upbringing associated to the systemic interventions of colonial administration through:

- The adoption by the Spanish colonial authorities of a Spanish educational approach in the limited educational institutions it established, which intersects with the policy of integrating the Saharawi society into the Spanish one, with no regard to the specificity of the Saharawi society. This settled further restrictions on the Saharawi traditional society towards the colonizer and its institutions
- Non-establishment of educational institutions likely to absorb students in higher levels (institutes, universities).
- Prevalence of illiteracy, low level of education in general and, consequently, lack of potentials of scientific and educational background likely to contribute to the development of the society.

- Imposition of the Spanish language as a new cultural characteristic in all areas of life: schools, streets and administration. This was a kind of alienation since the indigenous language was neglected, nonetheless it contributed to raise consciousness and develop scientific and cultural knowledge, and that cannot be ignored.

This period was accompanied by a state of diaspora of the Saharawi society among the neighboring countries because of historical events and developments in the region. Some Saharawi students were allowed access to these countries' universities and to some other European ones. This has had, later, an impact on the Saharawi society in the early beginnings of national awareness that was the engine of political events (The 1970 Zemla uprising) led by a university student called Mohamed Sayed Ibrahim Basiri, and the subsequent establishment of the Popular Front for the Liberation of Saguia el-Hamra and Río de Oro, followed by the Declaration of the armed struggle (May 20th, 1973) led by a pioneer elite of Saharawi intellectuals and academics (1976), at their head the martyr El-Ouali Moustapha Sayed, the Revolution leader, who proclaimed the establishment of the Saharawi State. A distinguished student in the Faculty of Law who chose to leave university to dedicate himself to the Saharawi national project along the lines of many Saharawi nationalists.

The reality of education in the occupied territories: Since 1975, the Saharawi areas under Moroccan occupation have undergone a systematic policy of integration of the Saharawi race into Moroccan identity. The brutal Moroccan invasion from the very beginning used the most heinous and hideous methods of intimidation, repression and criminality in implementing its colonial policies to combat and distort the Saharawi identity as well as to obliterate all its national components through:

- The fierce targeting of the national peculiarities of the Saharawi culture: tongue, dress, customs, ethics and values ...
- Humiliating 'marocconization' of all that is Saharawi and denying all means of adherence to national heritage framed by women force, school movements and universities locations.
- spreading all kinds of poisonous morals decadence among the youth, forcibly uprooting them from their natural and social surroundings, and displacing them into Moroccan cities to facilitate their assimilation, restructuring and use according to a despicable colonial approach.
- The use of methods of intimidation, torture, discrimination and racism against Saharawi students in educational institutions and putting obstacles to impede them from excelling at various levels of study (arrests, follow-ups, harassment, security monitoring, closure of institutions, irregular schooling...).
- Restrained presence of Saharawi employees in educational institutions crowded with Moroccan settlers and their children.
- Insisting on the failure to open specialized universities or institutes in the occupied territories and deliberately restricting the presence of primary and secondary schools in areas with settlers' majority.
- Confiscating the Saharawi students' human rights (the right to freedom of expression and assembly, incarceration of many Saharawi students and academics in Moroccan prisons).

The Status of education under the Sahrawi Republic:

The Sahrawi revolution was launched upon an assessment of the people's situation as well as of the objective and subjective circumstances. Consequently, conclusions were drawn about the revolution contributing factors as well as about the internally and externally obstacles it should face.

At the forefront of restraints and difficulties there were: ignorance and scientific and technical backwardness.

Since its founding in 1973, the People's Front of Liberation of the Saguia el-Hamra and Rio de Oro has given great importance to teaching and education. Since the Second Conference of 1974, its literature is: "compulsory, free and universal education for all school age adults and combating ignorance and illiteracy" without distinction of race or ethnicity.

With the beginning of the Moroccan invasion in 1975, and the displacement of the urban population under the bombings, the first national forum for teaching education was organized in the liberated town of "glibat al-Fula" under the slogan "To build a national culture stemming from the reality of our people and aiming to changing it". The result of which was the start of primary and adult education.

The basis of the orientations and strategies in this field drawn up by the Sahrawi State, at its inception, are the belief in the value and role of science and knowledge in the liberation and development arena, the awareness that the means and purpose of liberation and construction is the Sahrawi man himself, but also recognizing that the pace of liberation and construction processes is linked to increasing the level of public awareness as well as of scientific and technological progress.

After its establishment, the Sahrawi State created an agency for education and health in the first Sahrawi government (March 1976) dealing with the management and organization of the educational and health sector under the conditions of invasion, annihilation and bombing resulting in displacement, epidemics and lack of infrastructure in all fields.

This agency was later transformed into the Ministry of Teaching and Education in its current structure.

The educational process focused on:

- Free compulsory formal education in Sahrawi refugee camps.
- Teaching Spanish as a second language of the State.
- Sending student missions to Algeria, Libya and Cuba, and later to some countries that started to provide scholarships (Eastern Europe), and later Spain, Germany, Austria, France... This was for a very limited number and when required only since that the necessity to meet the national needs because of the war was a top priority in the human field until the date of the cease-fire September 06th, 1991.
- At a later stage, setting-up education houses and kindergartens in favor of all children (from 03 to 06 years).
- Literacy and adult education campaigns for nearly a decade in the refugee camps and in the military areas, which contributed to raising national awareness and developing the knowledge. Re-launched on behalf of public education, its activities have been supported by many symposia, lectures, seminars and awareness-raising actions for all the educational process partners.

The results were :

- The emergence of an educated generation (teachers, professors, educators, administrators, engineers, doctors, lawyers, judges, etc.) has contributed to raising the challenge and creating change witnessed by our society nowadays.
- This phase witnessed a series of stages in the preparation of a national Sahrawi curriculum, the establishment of middle and secondary schools, institutes and centers of vocational training as well as the enactment of school legislation... Although limited, they collided with the various difficulties imposed by the realities on the ground.
- In light of the complex reality of war, asylum, harsh natural conditions and scarce resources, all of these gains have been achieved in the field of teaching and education, which, despite being modest in view of the level of our ambitions, remain significant achievements compared to the nascent experience and the pre-revolutionary stages realities. This contributed to achieving some cultural and social changes in Sahrawi community, thus yielding fruits through endowing the emerging Sahrawi State with competencies in various fields.
- These are the most important features and general characteristics that illustrated the educational reality at its inception and presently, with all its achievements and gains. However, the portrait is not complete without a review of the most featuring difficulties and the problems, which include inter alia:
 - The persisting conditions of asylum and war as well as the consequent political, social, psychological and economic constraining factors,
 - Failure to develop a Sahrawi educational syllabus. Only few courses were conceived which live up neither to a curriculum nor to national Sahrawi needs.
 - Weakness of educational structures and severe shortage of pedagogical potential (specialized institutes, pedagogical aids, etc.), which had a negative impact on the educational performance.
 - Lack of resources directed to workers in this field, since the bulk of the recorded work in this field is done through volunteering, which makes it vulnerable to regress at any moment unless it is immunized with the necessary and appropriate mechanisms to ensure its maintenance, continuity and progress.
 - Restricting education in schools in the refugee camps to the elementary level, alongside the consequences of sending pupils to hosting countries such as the environmental and cultural alteration which deepens the state of asylum and alienation, thus creating an abnormal situation.
 - Lack of control over enrollment resulting in an accumulation in some specialties and deficiency in other disciplines.
 - Studying in different countries makes the Sahrawi youth vulnerable to foreign identities' influence.
 - Difficulty or rather the inability to invest the outputs of higher and training education (a large number of graduates and people with competencies of different disciplines) against limited opportunities in terms of work and employment (modest and limited infrastructures), resulting in a state of frustration which led some to emigrate abroad triggering a drain of the national energy and a waste of the efforts invested to train these competencies.

Chapter III: National and international legislation

National legislation

The official literature of the Sahrawi Arab Democratic Republic and the People's Front for the Liberation of the Saguia el-Hamra and Rio de Oro (the State Constitution, Front's Statute, the National Action Program, the annual Government program, presidential and executive decrees, approved laws ...) abound with explicit suggestions and guidelines that are defining references to the State educational policy in all fields: values, principles, constants and national identity determinants as well as the frameworks governing the institution-building, the organization of powers, work mechanisms, governance and control mechanisms alongside the rights and duties matters...

In the field of values, principles and constants, there are:

- Adherence to the principles of justice and democracy contained in the Universal Declaration of Human Rights and in the African Charter on Human and Peoples' Rights and in the international conventions ratified by SADR.
- belief that human freedom and dignity is possible only in a society that enshrines the rule of law and creates conditions conducive to social growth in accordance with its values, civilization, national culture, religion, and the requirements of the modern world.
- The People's Front is a national political organization that leads the struggle by framing the Sahrawi people, organizing their energies, ensuring their unity, protecting their gains, overcoming difficulties they face of their march, confronting the dangers and drawing goals and prospects for achieving their legitimate aspirations for freedom, independence and building their independent state.
- The Polisario Front is a socially rooted national liberation movement that works on:
 - Achieving social justice.
 - Ensure equal opportunities.
 - Combating all forms of discrimination based on race, race, color, sex, language or religion.
 - Ensuring equal access to basic social services.
 - Maintaining social cohesion by supporting the family as a moral, cultural, social and religious content.
- The Front's principles are: armed struggle, sacrifice, faith, clinging to unity of the people, sense of responsibility, commitment, secrecy, constructive frankness, criticism and self-criticism, honesty, loyalty to the homeland.
- The Front's pillars are:
 - The people is the source of sovereignty and legitimacy.
 - National Unity.
 - Struggle for national independence and construction
 - Integrity of the national territory.
- Safeguarding the Sahrawi people's values and protecting their national identity's features.
- Respecting the basic human freedoms stipulated by the Constitution.
- The Polisario Front is fighting externally to:
 - Making known the struggle of the Saharawi people and expand the scope of solidarity with them.
 - Devoting the SADR as an irrevocable fact to ensure stability and balance in the region.
 - Supporting the right of peoples to self-determination.
 - Supporting the African Union's efforts to promote complementarity among its countries.

- Contributing to the achievement of the unity of an Arab Maghreb in which the Saharawi State assumes its natural status.

- Establishing international peace and security and contributing to the economic and social development of the peoples of the world on the basis of justice and equality.

- Exercise sovereignty over liberated lands and complete the liberation of the rest of the national territory.

- Protect national wealth in all its forms from looting, exploitation and piracy.

- Protect the material and non-material national heritage from all forms of tampering, vandalism, obliteration, distortion and robbery.

In the field of national identity determinant, there are:

- Islam is the religion of the state and the main source of law.

- Arabic is the national and official language.

- The Saharawi people is Arab and Muslim.

- Family is the building-block of society based on religious, moral and national values as well as on historical heritage.

- Family is the source of identity, religious and national values. It is the foundation of building a modern, equal, conscious, educated and ill-free society that is governed by law and observes human rights.

- With its components, backgrounds and ways of expressions, the Sahrawi culture is the framework of the national identity.

- In the field of institution-building, organization of powers and mechanisms of action:

- achieve human development and social stability guaranteed by social justice and equal opportunities, guarantee sources of support, rationalize consumption, secure reserves, encourage and develop production and creativity, encourage employment and employ competent capacities, and rational and responsible investment of resources available through planning, organizing and directing, and integrate youth into institutions as well as realistic dealing with incentives.

- determination to build democratic institutions that guarantee human rights and fundamental and political freedoms, economic and social rights and family rights as the basic unit of society.

- The People chooses himself institutions whose goals are to:

- Completing the national sovereignty over the entire undiminished national territory.

- Consecrating national independence.

- Defending national unity and people's sovereignty.

- Safeguarding the people's values and protecting its national identity constants.

- Respecting fundamental human freedoms.

- The People's institutions belong to him and cannot be exploited or diverted from the constitutional purposes and objectives for which they were created

- Jobs in State institutions cannot be a source of enrichment nor a means to serve private or narrow group's interests based on regionalism, nepotism or tribalism. Such acts shall be criminalized and punished in accordance with the law.

- The Front oversees the organization of the executive, legislative and judicial powers as well as different specialized councils within the framework of the constitution which regulates its functions and defines its attributions.

- The Government shall prepare its action program on the basis of the National Program of Action and the directives of the National Command.

- The National Saharawi Council is the country's legislative body which carries out the missions of supervising the executive bodies and agencies. It has the authority to prepare, enact and approve laws.
- The National Council legislates on the matters determined by the Constitution as well as on other matters such as the general rules pertaining to education, training and scientific research.
- The judiciary is accessible to all, based on the principles of legality and equality, and is expressed by respect for the law.
- All organs and institutions of the State are obliged to implement judicial orders and judgments at all times, in all places and in all circumstances.
- The Polisario Front is a democratic organization in terms of its working methods and decision-making. It constantly develops the ideas and views of all people's groups within the framework of its organizational structure and sets out action plans for the development and progress of the liberation process.
- being a leading political organization, the Polisario Front is keen to:
 - spread and consolidate the principles and ideals of the Front amongst the rising generations to ensure continuity and communication in order to recruit young force in the battle of liberation and construction.
 - Attract national competencies, prepare and invest their resources in strengthening the organization and the institutional building of both the State and the Front.
 - Reject all practices aimed at spreading discrimination or undermining confidence in the Front and the State.
 - Not prejudice the principles and objectives of the revolution as well as the dignity and fundamental freedoms of citizens.
 - Deny and deter any behavior that affects public property and all forms of corruption.
 - Maintain human rights and strictly address all practices that affect human dignity.
- Governance is based on flexibility and close contact with the people in order to effectively respond to the demands and developments of the liberation war in order to achieve independence and restore sovereignty throughout the national territory.
- The principle of structure and governance is based on the priority to the Front in the context of the dualism characterizing the Sahrawi reality (movement, State).
- Strengthening the Front, as a political organization, takes into account the following factors:
 - Experience and gradation.
 - Continuity and devotion.
 - Efficiency and effectiveness.
 - Election and appointment based on the selection of the appropriate competency in the right place.
 - Control and accounting.
 - Constant accommodation of young people capabilities and opening the way for updating their performance and ensuring communication with them.
 - Respect for the law and observance of justice in a way that creates complementarity and promotes harmony
- Adopting the skilled people mobility method.
- The Front adopts the collective approach in decision-making and individual and collective responsibility for implementation.

- Supervision is a legal guarantee for the promotion of performance, completion of programs as well as for the protection, maintenance and best use of various resources.
- Higher bodies supervise the lower ones and each body exercises internal control at its own level.
- Supervision aims to strengthen the organizational structure and the embodiment of discipline through the implementation of the Front's Conference decisions.
- Control and accounting mechanisms and their work are determined by internal laws and regulations, as defined in the Front statute.
- All the Front's bodies are bound to implement its national action plan and respect its statute.
- The Commission meets in the presence of the absolute majority of its members. Decisions taken by a majority of the members become applicable.
- Local, regional and national symposia are a framework for mobilization, evaluation, accountability and renewal of the organizational structures.
- Discipline aims to raise the militant, correct his mistakes, protect the unity of the front, strengthen the authority and effectiveness of its bodies in view to preserve its gains and maintain its political line.
- All the Front's militants, whatever their responsibilities, are equal before the rules of discipline set out in that statute and are required to apply them. They are liable for punishment if violated.
- Each committee has its own rules of procedure that define its composition and functioning.
- None is punished before being heard and given the right and opportunity to defend himself before the concerned body.
- The need to reward merit and to punish error and breach by a regulatory law (code of conduct).

As for rights and duties:

- All the Sahrawi citizens enjoy the rights and freedoms recognized and guaranteed in the Constitution without any distinction based on race, ethnicity, color, sex, language, religion or opinion.
- All citizens are equal before the law regard to protection or punishment.
- Personal freedom is guaranteed and none is prevented from practicing his freedom except in accordance with the law.
- The human person is inviolable. Harming the honor, torturing or exercising any physical or moral violence as well as violating human dignity are forbidden.
- Until the completion of national sovereignty, the Polisario Front remains the sole political framework that joins the Sahrawis in expressing their hopes and aspirations as well as their legitimate right to self-determination, independence, defending their national unity and completing the building of their independent state.
- The right to education is guaranteed.
- The State regulates compulsory and free education and the educational system generally within laws and regulations.
- Every citizen has the obligation to:
 - Defend the homeland and contribute to its liberation.
 - Defend national unity and reject any practice that calls for an affiliation other than belonging to the homeland.

- Protection and promotion of the family is a binding duty for parents, especially in the upbringing of their children. These later are bound to do good and to obey their parents.
- Continued engagement with the people in order to accomplish the struggle effectively and put the interests of the people and the nation above all considerations.
- Combating the negative phenomena of tribalism and regionalism and any form of discrimination, bribery, favoritism, domination, exploitation of public property or any exploitation of power for personal purposes as they are crimes against the people and the homeland.
- Demonstrate patriotism and support the spirit of harmony within the ranks of the Front.
- Ensuring the protection and development of the gains and rationalization of the public possibilities' use and exploitation as well as combating manifestations of waste, neglect and immoderation.

International legislation

In the area of rights and freedoms, the Universal Declaration of Human Rights states: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion or Political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

In the field of education policy, it states that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education is compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.

The United Nations' 2030 Agenda for Sustainable Development 2030 provides for equitable and inclusive quality education for all and the promotion of lifelong learning opportunities for all.

The African Charter on Human and Peoples' Rights affirms that the right to education is guaranteed to all and everyone has the right to freely participate in the cultural life of society. It also points out that the promotion of public morality and traditional values recognized and protected by society is the duty of the State within the scope of preserving human rights.

And that the family is the natural unity and the basis of society. State shall take care of its physical health and morals assist it carrying out its mission as a custodian of morals and traditional values recognized by the society.

The African Union's 2065 agenda calls for an Africa that is "a strong, young, integrated, prosperous and peaceful continent built by free, educated and productive citizens, and a dynamic force in the world."

PART II: VISION AND MISSION

Chapter I: Vision

- Education is the wager for the future and a safety valve for the survival of society and a guarantee of its continuity. It is a national priority and a basic right guaranteed by the State, without distinction based on race, ethnicity, color, sex, language, religion or opinion. It is also a duty shared by all components of society, individuals be they or institutions.
- The aim of education is to build and develop the learner's personality and its development to uptake and value science, work, solidarity, tolerance, moderation, patriotism and loyalty, and to consolidate awareness of and value national identity and develop the sense of civilizational belonging at the national, Maghrebian, Arabic, Islamic and African levels, associated to an openness to the human civilization and an uptake of its ideals such as freedom, democracy, social justice and human rights in order to contribute positively to the building of a modern, equal, conscious, educated and free Sahrawi society that is free of diseases and social scourges under the rule of law and the respect, support and defense of human rights.
- The learner is the educational process's axis and cornerstone. He is a mandatory starting point for the development of policies, plans and programs.
- As an educational institution, school is the basic cell in the educational fabric. It works to inculcate and sustain the religious, moral and national values and the historical cultural heritage of Saharawi society and to spread and consolidate the principles and ideals of the May 20th revolution through adherence to national unity, sanctifying national symbols and maintenance of the Sahrawi culture with all its various forms, kinds and ways of expression as it is the Sahrawi identity's framework (Islam, Arabic language, Hassani dialect, heritage, values and social ethics, national dress)
- The management of educational affairs requires ensuring quality in its plans, programs, and human and material means under the state's general policy of and linked to its development strategy.

Through this vision, the objectives of the educational policy of the Sahrawi state are summarized as follows:

- Acquire relevant and permanent knowledge and competencies that serve the promotion of human resources, by adopting approaches linking school to life, theory to practice and study to employment, ensuring the learner's comprehensive development and independence and qualify him to acclimatize and positively interact with the environment.
- Consolidate the national identity and adhere to the unity of the people by promoting and preserving the values related to Islam and Arabism, raise awareness of belonging to the sole and collective historical identity enshrined in the Saharawi nationality, strengthen national feeling and increase attachment as well as loyalty to the homeland and preserve its territorial integrity.
- Provide training on citizenship by acquiring the culture of democracy as a guarantee of social cohesion and national unity, figure out the principles and concepts of urbanization, realize and appreciate the importance of effective participation in public life, and value, maintain and uphold national gains.
- Open the world and integrate into the global evolutionary movement, promote scientific and technological orientation, teach foreign languages and follow other educational systems.

- Openness on the world and integration into the global evolutionary movement through the promotion of scientific and technological discipline, teach foreign languages and keeping up with other educational systems.
- Affirming the principle of democratic education to shore up compulsory and free education as well as to contribute in combating illiteracy and creating a suitable environment for permanent education for life.

Chapter II: School's Mission:

The mission of the school is to undertake the following tasks:

Tasks of Education:

- Ensuring a qualitative education in line with the requirements of the Universal Declaration of the Rights of the Child and human rights, achieving justice and equality, ensuring harmonious and balanced overall growth of the learner's personality, and responding to society's needs and priorities.
- Providing a good level of general culture as well as sufficient theoretical and practical knowledge (in various subject areas) allowing integration into the society of knowledge.
- Expanding scientific, literary and artistic disciplines and permanently adapting them to social, cultural, technological and professional developments.
- Ensuring mastery of intellectual and methodological tools accessible to learning.

Social upbringing tasks:

- Education to respect the spiritual, moral and civic values and the rules of life in society in cooperation with the family.
- Development of civic responsibility sense.
- Raising awareness about the importance of work and strengthening the spirit of volunteering.
- Permitting the understanding and practice of coexistence rules and qualification to live in a society while respecting the values and traditions of other societies.
- Patriotism and valuing homeland symbols.

Qualification tasks:

- Investing knowledge and skills acquired and using them in practice.
- Ensure continuous adaptation to the development of professions as well as to economic, scientific and technological changes.
- Establishing the spirit of initiative, innovation and renewal.
- Enabling training in the vocational disciplines tracks and qualification to careers in practical life.

PART III: ORGANIZATION OF THE EDUCATIONAL SECTOR

Chapter 1: Structure and organization of the sector

- The Ministry of Teaching and Education is the official authority in charge of the educational sector in the SADR. It undertakes planning, programming, implementation, monitoring and evaluation missions.
- The Ministry organizes its work on horizontal and vertical levels at its central, regional and local structures.
- The Central Administration Department of the Ministry of Teaching and Education consists of structures for planning, programming, educational research, assistance, training, inspection, supervision, coordination and management of human and material resources.
- These central administrative bodies have extensions at the regional and local levels and are governed by the geographical dispersion of the population.
- The organization of the educational sector in all its aspects is subject to the adopted legal systems (presidential and executive decrees, ministerial decisions, laws...)

Chapter 2: Educational stages

The Ministry of Teaching and Education organizes the educational stages according to the scientific facts reached by the modern educational psychological studies and takes into account the current conditions that frame the political, social and economic life as well as the aspirations of the Sahrawi society.

Pre-school (preparatory stage):

Age range: from 03 to 06 years.

This stage aims to achieve the requirements of the integrated growth of the child in accordance with the requirements of the society:

- Achieve integrated growth (physical, sensory-motor, linguistic, mental-cognitive, social, moral, emotional) taking into account individual differences in abilities, preparations and developmental levels and tighten links between the child learning and his environment and daily life.
- Sound moral and social upbringing amid society in view to uptake its principles and values.
- Gradual transition from the family atmosphere to school to get them used to order and discipline, build system human relations with the nurse and classmates, practice learning activities that are consistent with the child's interests and growth rates in various areas and preparing the child to formal education in primary stage.
- Proficiency in language as a means of expression and communication.
- Focus on controlling behavior and acquiring good habits and ethical, spiritual, social, aesthetic and health values.
- Foster thinking and cognitive skills, special concepts, and needed abilities to meet growth demands.

Fundamental stage (primary and middle):

Age range: from 06 to 14 years (05 years for primary education and 04 years for middle school).

Primary education works to achieve a certain degree of control in the basic education that protects students from falling into illiteracy and qualifies them to continue their course without difficulty.

Middle education works to develop, expand, support and use the learning and skills acquired in primary education, in a way that helps the pupils to pursue their career with success.

The fundamental stage (primary and middle) aims to:

- Deepen loyalty and attachment to homeland and raise pride in its history, culture and identity; to participate in the achievement of national independence, political stability and social peace, as well as to set up a democratic society and uphold of the development and production process as well as self-reliance.
- Acquire basic skills in reading, writing and mathematics in a manner that leads to easy and effective communication by the national language through dialogue, opinion-expressing, interaction within the prevalence of logic and reason.
- Form the student's scientific thinking and the ability to analyze information to make the right decision.
- Provide physical and psychological safety.
- Acquire the ability to participate positively in teamwork, have a sense of responsibility and be able to recognize the relationship between right and duty.
- Objectively estimate the heritage, draw on its values, learn from its lessons and recognize the reality of its society and its identity, as well as realize the efforts made to develop it and reform its environment and look forward to further progress in the context of scientific, technological and knowledge changes occurring in the global civilizations.
- Groom skills and habits of hard and productive work associated to the requirements of scientific and technological knowledge and practices in the management, regulation and dealing with resources.
- Encourage free and regular activity, develop the spirit of initiative and courage, and the desire for exploration, boost self-pride and the ability to taste artistic, musical and theatrical activities, creating a spirit of creativity and enjoyment and providing independent will and free opinion.
- Develop self-learning skills and attitudes to access the right information from their original sources, in the context of continuity of lifelong learning.
- Strengthen ties with the environment and develop the capabilities and experiences of daily life.
- Provide educational care for groups with special needs so that they can acquire the fundamentals of shared culture as well as empower those with mental, technical and physical abilities and talents to reach their maximum potential.

PART IV: EDUCATIONAL CURRICULA

Chapter I: the founding Principles of Educational Curricula:

The curriculum is a harmonious structure of a set of elements organized in processes interrelated by well-defined complementary relations.

The preparation of any curriculum necessarily requires reliance on a logic that links the intended goals to the situations, contents and methods adopted to embody them, as well as on the human, technical and material mobilized capabilities alongside on the learner's abilities and the teacher's skills.

The curriculum has a great impact on attracting the pupils when they feel it meets their needs, satisfies their ambitions, enriches their aspirations and is linked to their reality and problems.

Building a curriculum depends on respect for the following principles:

- Inclusiveness: i.e., building curricula for the educational stage.
- Harmony: clear relationship between the different components of the curriculum.
- Achievability: Adaptability to achievement conditions.
- Readability: i.e. simplicity, clarity of purpose and accuracy of expression.
- Pertinence: i.e. coordination between the objectives of the curriculum and the educational needs.
- Evaluability: i.e. containing criteria that can be evaluated.

Preparing a curriculum requires evoking the school tasks, understanding the structure of the system and organizing the study tracks.

The principles underlying the curricula are summed up in two parts: philosophical and ethical, and pedagogic.

1. The philosophical and ethical part:

The educational system duty is to provide every learner with rules of ethics related to national and global values that would shape a harmonious and consistent unity:

- Promoting the process of acquiring a set of national reference identity values (Islam and Arabism), which in turn constitute the Sahrawi identity.
- Strengthening the process of global values acquisition.
- The Targeted competencies in this area include:
- Islamic education based on the development of individual and collective behavior in line with the noble values of Islam (the spirit of justice, purity, cleanliness and health, solidarity, love of work and diligence, honesty, tolerance ...) in addition to learning the Holy Quran and Noble Hadith (Prophetic tradition).

- Reinforce and preserve support the identity values of Islam, Arabism and liberalism; support the values of human rights, citizenship and raise awareness about the importance of the environment in building the pupil's identity and providing him with parameters that enable the understanding of his belonging to a society in which he shares common values;

These values are considered as 'cross-functional' competencies - served by more than one subject. They should be developed in compulsory education by instilling the following knowledge and behaviors:

- Promoting identity and developing character within the framework of national identity values, along with increasing self-reliance.
- Consolidating of ethical values (spirit of honesty, freedom, justice, integrity, spirit of sacrifice and struggle for liberation, and of readiness, volunteerism and initiative) ...

- Adherence to and preservation of the cultural heritage in all its forms (material and non-material heritage).
- Developing a spirit of respect in relationships undertaken with others based on belonging to the school local, national and global community.
- Acquiring knowledge about citizenship, human rights and democracy, as well as about the work of political and social institutions, and sustainable development.... These are knowledge translated into behaviors that develop and highlight the meaning and duties of citizens. This requires, of course, active commitment and a sense of responsibility towards society and the public interest.
- Promoting the meanings of duty, solidarity and cooperation.
- Acquiring accurate and efficient working methods by valuing effort and respecting time, deadlines and environment.
- Aesthetic and artistic spirit.

2. In the methodological and pedagogic part:

- Educational content should avoid the accumulation of knowledge. It should rather favor the concepts, principles and structured methods of the subject which shape the basis of learning and facilitate the vertical harmony of subjects that are appropriate to this approach.
- Information should be a factor contributing to the development of competencies. This is what makes these information resources that serve efficiency. These resources should therefore cover various fields as well as the nature of the knowledge referred to.
- The subject's harmony should reconcile the stages of the learner's psychological development, taking into account his perception and assimilation.
- Connecting subjects together and making them in service of a sole educational project. Thus, they should cross and intersect between programs of different subjects, especially those belonging to one family.
- Changes relying on a double dimension that of instilling national values and opening to the world, must be translated.

The curricula are based on two central principles: the competency-based approach inspired by social structuralism, and the methodological approach.

The competency-based approach relying on intellectual construction and social structuralism is the main focus of educational curricula. The social structuralism provides strategies that enable the learner to build his knowledge in indicative interactive situations and provide him the opportunity to bring contribution within a group of peers.

A. The most important characteristics of the competency-based approach: The approach allows the learner to mobilize a set of integrated resources to solve a set of problem situations belonging to one family.

It favors the logic of learning (which focuses on the pupil and his responses in front of problematic situations) to the logic of education which depends on mere collection of knowledge and information.

The learner is trained within this approach to act (i.e., search for information, organize of analyze situations, set hypotheses, and evaluate solutions) through problem situation chosen from the reality faced in life.

Thus, learning situations focus not only on content and carriers, but on their proper and integrated mobilization into problematic situations, and on exploiting the situations' problemproposed to pupils as a learning document and as a basis for the formative evaluation. This approach not only abridges the learning process in accumulating knowledge from various subjects, but also makes it a tool for thinking and acting in and out of school, that is making knowledge alive.

B- Definition of competency: it is the ability to use an organized set of knowledge, skills and attitudes to perform tasks: "The ability to act on the basis of an effective mobilization and use of a set of resources (acquired knowledge, skills, values, intellectual abilities, personal attitudes) to resolve indicative problematic situations".

This definition makes it clear that knowledge (contents) is not neglected, but is not an end in itself. It is especially used for its «utilitarian» "resource" or "tool" for being a competency component.

C- Subjects and cross-functional competencies:

● **Subjects' competencies:** The competencies acquired by the learner in a subject matter, and aims to control the knowledge, and provide necessary resources to resolve problematic situations.

The final competency is acquired through the subject and is achieved through the gradual learning process which connects purposes to practice in classrooms, and through expressing a part of the graduation of the stage.

But they are generally formulated and integrated, enabling them to build learning units or sections: they connect the continuous meaning of the profiles, but they remain incomplete in practice in the classroom. This is why the final competency and its components should be formulated in an assessable way.

The final competency should be divided into component to highlight achievable learning objectives, and remain linked to:

- The subject's contents relating to them as resources to serve the competency.
- The situations that enable to achieve them as learning units.
- The situations that enable to evaluate them as components, and to integrate them in whole or in part into the final competency assessment through an integrative problematic situation.

● **Cross-functional competencies:** they consist of the values, attitudes, intellectual and methodological efforts common to the various subjects that should be acquired and used during the building of different knowledge and skills, as well as of the values that we seek to develop. The higher are the cross-functional competencies used and transferred into different subjects, the greater their growth is. Correlating between the subject's competencies and the cross-functional one contributes to the opening up of the subject the consolidation of the integration activities.

Resources are, on the other hand, the primary materials needed to build competencies. They consist of the knowledge acquired at and outside school, as well as of values and efforts.

D. Values within the competency-based approach: The selection and implementation of values are the first source to pilot the educational system and its objectives as well as the nature of the curricula and the selection of educational content and learning methodologies.

The existence of values in the different stages of curricula building is indicative of its importance, as they exist in:

Founding principles, graduation profiles, conceptual matrix, curricula summary table, final competencies' components, subjects' fields, problematic situations in learning, and integrative situations.

Chapter 2: Components of the Curriculum

1. Graduation profiles: they are the detailed embodiment in the form of comprehensive competencies (the training's product) of the qualitative properties stipulated as qualities and characteristics derived from the goals of the educational policy which instilling to the citizens of tomorrow is entrusted to school.

They are a group that can lead and guide the process of curricula building. They are organized to make curricula and study tracks bound to the strategic and methodological principles that make them more applicable and characterized by internal harmony.

These characteristics are organized around the following axes: cross-functional competencies, subject's competencies and knowledge.

2. Conceptual Matrix (Gradation, and resource Planning for competency building)

In the context of a coordinated approach, and after defining graduation profiles and overall competencies then the final ones of all structured fields of the subject, the goal is to comprehensively identify the resources necessary to build these competencies.

These resources consist of the subject's knowledge, competencies and values. They include the skills and behaviors necessary to build competencies.

The knowledge resource matrix is characterized by being:

- a comprehensive summary table of the knowledge and resources that should be recruited to acquire the targeted competencies.
- Prepared according to the stage and level.
- a comprehensive table of education, knowledge and resources gradation, i.e., fundamental axes and concepts in the various fields of one subject.

The resources plan for competency-building allows:

- Better application of the competency-based approach that should form the structuring component of the curricula.
- Achieving consistency in the curricula according to the structure of graduation profiles.
- Organization of curricula based on the cross-functional as well as on the subject's competencies of the within the competency-based approach.

Many privileges are offered, particularly:

- The importance given to the subject's structured knowledge or to a field of subjects.
- The relevance of knowledge provided to the targeted competencies to avoid accumulation and overloading the curricula with extra information.
- Vertical harmony of knowledge and resources mobilized in capacity building.
- Horizontal harmony between the subjects by matching their conceptual matrix, taking into account the cross-functional competencies and values in each matrix.
- Directing the evaluation towards basic concepts and necessary subjects for competencies.

3. Values, cross-functional competencies and common axes: The goal of education is to contribute to the development of pupils' abilities necessary for successful social integration and to develop competencies that enable them to face life. These competencies are not limited to the relationship to the knowledge provided by the various subjects, but extend to a number of topics of the day that the school (mandated by the society) should pay particular attention to, such as: environment, environment conservation, hygiene and health, citizens' rights and duties ... i.e. topics that cannot be ensured by one subject alone, not in terms of the knowledge they provide nor in the intellectual efforts they suggest.

The contribution of the subjects' programs to achieving these goals has become a major concern because the concept of sharing is one of the essential elements since it inserts renewal aspects into the curricula and re-formulates the old ones according to an integrated perspective that allows overlapping between subjects.

The concept of sharing:

- Provides evidence of the attention paid to social problems, and links school and life.
- Develops a critical social view.
- Reconsiders the discourse on the subjects' comprehensive and interrelated knowledge as well as on moral education.
- Suggests a new perception of the various components of the curricula.

Thus, the curricula endeavor to bring together the various subjects and different levels through:

- Building graduation profiles and comprehensive competencies of the stages and levels.
- Ensuring shared cross-functional values and competencies.
- Proposing types of concepts such as: time, place, subject, energy; in the field of reason and knowledge: reason and thinking, language and communication as well as in the field of concepts and actions. Finally, suggesting the types of concepts related to society, its system and the way to deal with it.

In order to enhance the conceptual dimension and the process of acquiring values and the cross-functional competencies, the various subjects are taught at two levels:

First: Developing a behavior matching to the values mentioned above, controlling the procedural concepts and strategies of problem solving, exercising the critical thinking and scientific endeavors, and mastering information and communication technology ... etc.

The learning situations should ensure the acquisition of cross-functional competencies according to important axes, such as:

- Information's search and exploitation.
- Effective working methods' search.
- Problematic situations' solving strategies.
- Efforts for managing and achieving projects.
- Personal fulfillment.

Second: Working on learning a topic or a concept in several subjects in an integrative way in order to create horizontal harmony between subjects, dealing with multi-subject projects, and developing the integration model.

The implementation of the annual programs should be based on a complementary learning method that integrates common themes (sustainable development, citizenship, democracy, security, energy ...) provided by the teacher on the basis of the education situations' patterns. These axes can be learned by suggesting integrative problematic situations, linking subject to each other in an integral and unifying way, i.e. the subjects of the curriculum should serve a shared project.

Chapter 5: Pre-school curriculum (kindergarten)

The kindergarten curriculum is based on several principles:

- Early childhood is the foundation on which children build the rest of their lives.
- Children grow at different rates and paces in all areas of development.
- Different growth areas overlap and are equally important.
- Young children learn from all situations they go through, and do not split their learning into separate topics.
- Children learn more by working than by talking to them. The child's inner motivation plays a valuable role in learning as the child tends to build his own learning.
- Playing is the child's work. It is the main activity in early childhood and forms fertile ground for many learning forms.
- It is important that children feel independent and confident in themselves and in their abilities to create motivation for learning.
- All children have capabilities that need to be discovered and developed.
- The relationships that children have with peers and adults are important for growth and learning.
- Emotional development is a key organizer of the child's personality.

Areas to be considered by the curriculum

It is important to choose a kindergarten curriculum that takes into account the characteristics, requirements and aspects of this stage:

Kindergarten as a crucial transition stage:

As an extension of the role of the family, Kindergartens play an important role in the upbringing of children and endowing them with the art of life. They provide children with all forms of care, fulfill their growth demands, satisfy their needs and provide them with diverse opportunities to play, discover their abilities, work on their development and uptake the culture of their society. Pre-school attendance is a very important transition in the lives of children and family alike. It is the first major step in the transition from the cradle to childhood in its broader social meaning. Every mother is keen that this stage of her child's life goes well in order to achieve the greatest possible benefit for him and to remove the specter of heavy anxiety that the child undergoes at the beginning of that stage of his life. The most common challenge for children at this stage is to get separated from parents. For some children, this is the first time they are separated from their mothers. Even if they have already experienced, this is a new way and new attitudes shared by other children.

Great care is needed to avoid any psychological trauma to the child during this transitional stage.

In this context, communication and coordination are important between the family and kindergarten in order to achieve effective programs and activities provided to the children.

Curriculum and growth phases:

Growth of the individual goes through successive phases starting from early childhood. It is necessary that the curriculum takes into account the characteristics of inclusive growth at each phase so that it would help learners to grow in the best way that offers, additionally, the opportunity for them to carry out different learning processes. The most important characteristics of early childhood growth are:

- Children cannot make effort for a long time.
- They recognize the surrounding objects through the senses.
- They have huge memorizing capacity.
- Curiosity and inquisitiveness.

The curriculum function is to provide an opportunity for activities that serve each of these characteristics.

Curriculum and inclusive growth:

Inclusive growth means all the aspects of the individuals' personal development:

- Developing religious awareness through upbringing children according to the religion teachings so as to uptake religious values and orientations.
- Developing the mental aspect so that the child would be able to realize relationships and draw judgments.
- Developing the cultural aspect by providing the child with a set of facts, concepts and information derived from different aspects of life.
- Developing the physical aspect because of its great importance since a healthy mind is in a healthy and sound body.
- Developing the social aspect and training the child to deal with and adapt to the members of the group.
- Developing the psychological aspect, through the curriculum, so that to achieve a state of psychological and emotional balance.

Motivation and curriculum:

Behind every behavior is motivation. It is all that makes a person do something. It gives human behavior direction and power. Given that motivations are the figure of behavior, they are necessary for learning.

Curriculum and children's readiness to learn:

Learning is a process linked to development and growth. Willingness to learn depends on several things such as:

- Mental capacity. A child cannot learn theoretical geometry at the age of 8 years and chemistry cannot be taught to primary children.
- Previous skills and experiences. A child cannot learn multiplication before addition.
- Trends and desires. They affect the child's readiness to learn, this is why curriculum should take them into account.
- Maturity i. e. offering subject matters to children upon reaching a certain maturity stage.

Learning principles and their relationship to curriculum:

- Learning is more adequate when it is related to the child's purposes and motivations. The activity performed by the child is meaningful once it is linked to his real motivations. Studying the children's wishes, needs and trends is therefore useful in organizing the experiences that can be provided to them.
- Children are better taught if the action is adequate to their level of maturity. Thus, the level of child maturity should be taken into account when elaborating the curriculum.
- Children learn best from experiences related to their daily lives. The experiences contained in the curriculum should therefore be in connection with children's lives and real problems.

PART VI: COMPONENTS OF FUNDAMENTAL EDUCATION PROFILE:

Fundamental education (including elementary and middle education) aims to:

- Provide pupils with elementary learning tools such as reading, writing and numeracy.
- Provide elementary educational content through assorted educational subjects which encompass knowledge, skills, values and attitudes that enable pupils to acquire competencies to make them able to learn for the whole life.
- Promote identity in line with the social, spiritual and moral values and traditions of the common cultural heritage.
- Impregnate with the values of citizenship and the requirements of social life.
- Learn how to observe, analyze, reason, solve problems, understand the living and the inert world, as well as the technological process of manufacturing and production.
- Develop the pupil's common sense and improve the aesthetic spirit, curiosity, imagination, creativity and critical spirit.
- Master the rudiments of new information and communication technology.
- Work in a way to create conditions which allow a coherent body growth and a physical and manual abilities development.
- Encourage the spirit of the initiative, effort, perseverance and endurance.
- Open up to civilizations and foreign cultures and accept differences and peaceful coexistence with other peoples.

Through these objectives, the profiles of the end of the fundamental level are determined according to the following fields:

A- Personality shaping field

- Consolidate national values
 - Find out the principles of belonging to the Sahrawi Arab Democratic Republic and show respect for the symbols representing it.
 - Find out the institutions of the Saharawi state and show adhesion to it as well as the pride of the achievements of the eternal revolution of May 20.
 - Impregnate with a wide knowledge of the heritage of the society in the historical, geographic, linguistic, cultural and religious fields.
 - Participate in the daily life of the collectivity (peers, family, classmates, children of the neighborhood.), and assume roles based on responsibility and solidarity and respect for common rules and perseverance to achieve collective goals.
- Open up to the world
 - Awareness of the multiplicity of countries, civilizations and cultures across the world, besides, the civilization and the culture of the country.
 - Identification of humanity's problems (poverty, insecurity, health, environment) and cognizance of the existence of international institutions and bodies and their roles.

B- Cross-functional competencies field

- Intellectual competencies
 - Applies observation and classification abilities.
 - Uses inductive and deductive demonstration.
 - Solves problems appropriate to his age.
 - Expresses his opinion (his point of view).
 - Gives free rein to his curiosity, imagination and creativity.
 - Exercises his autonomy.

- **Methodological competencies**

At the end of elementary education, the pupil according to his level and age is capable of:

- Organizing and performing his work perfectly.
- Integrating himself into a working group, and contributing to accomplish the common tasks.
- Making simple analyses in order to understand.
- Using endeavors and arrangements to accomplish a particular work.

- **Social competencies**

- At the individual level

- Wondering about his role as an adult in the future.
- Asking himself about his potentials, interests and tendencies.
- Using initiative and exercising responsibility in his school.
- Persevering and learning how to be independent.
- Participating in the intellectual and physical activities that contribute to the prosperity of his personality and the development of his potentials
- Selecting his intellectual and physical works in order to develop his abilities and exert the necessary effort.

- At the collective level

- Finding out the social values and drawing inspiration from them.
- Developing the sense of assistance and solidarity appropriate to his age.
- Caring for the neighborhood (area, village, city) and contributing in the organization of main held events.
- Participating in the protection of the quality of his neighborhood.
- Contributing in the conservation of natural resources with the commitment to preserve them as well.

- **Communicative competencies**

- Communicating by using the various communication methods and modes.
- Communicating appropriately (communication etiquette).
- Using the media and communication to transmit and receive messages.
- Exploiting the resources of information and communication technologies to research and communicate with his peers.

C - Knowledge field

- **Scientific and technological knowledge**

- Mastering and using of the four operations in solving significant problem situations.
- Controlling the spatio-temporal dimensions.
- Knowledge of the natural living and physical world.
- Knowledge of the simple technological process of manufacture in his daily life.
- Knowledge of the elementary scientific concepts and processes.

- **Linguistic and literary knowledge**

- Understanding, reading, writing and communicating in Arabic language and hassani dialect, in daily life situations as an expression of national culture in all its forms (linguistic, artistic and cultural) and an attachment to his historical origins.
- Using the appropriate Arabic language as a tool for intellectual production and creativity in the fields of science, literature, art and culture.
- Finding out (through texts) titles of books and names of Sahrawi and Arabwriters, andalso worldwide renown writers.
- Learning the rudiments of a foreign language as a dimension that reflects the global culture.

- Social and human knowledge
 - Developing his knowledge regarding the moral values and the practice of Islamic rituals.
 - Knowledge of geography, important events and dates of the homeland and linking them to the collective memory of the Sahrawi people.
 - Understanding and explaining the actions related to the history and geography of the immediate neighborhood.
 - Understanding human activities in their complementarity and association.
 - Asking himself about the work's method of social and economic environment in the country and understanding it.
 - Developing his knowledge about how the institutions and the bodies of the Republic work.
 - Developing his knowledge of international institutions and their relationship with the national context.
 - Wondering about his abilities and interests, and about the professional activity he wants to practice in the future.
 - Knowing and respecting the common rules of life in the applicable rights and duties.
 - Knowing his basic rights and duties as a citizen, and their effects on the organization of the common life.
 - Knowing the meanings of the concepts of struggle, steadfastness, freedom, independence and responsibility at the practical level.
- Cultural, artistic and sport knowledge
 - Knowing the history of art and great artists.
 - Knowing of the rules and techniques used in the field of art and sport.
 - Learning how to use the means of artistic expression to develop his ability of imagination and artistic creativity.
 - Making use of artistic knowledge to develop artistic sense and taste.
 - Achieving his artistic aspirations and working to achieve individual and collective happiness.
 - Discovering his physical and sport abilities.

Fundamental education is organized in two structured levels in stages based on the age of the pupil in the learning's organization:

First: Elementary level

The stage of elementary education is an essential phase in the learner's school course in which the basis of the future training are set, or rather preparing him to cope with the difficulties of life.

Elementary education aims to develop basic competencies in the fields of oral and written expression, reading, mathematics, science, moral and civic education, and Islamic education.

It allows also:

- An appropriate education.
- A better perception of time and place.
- The expansion of awareness of the body and things existing in the environment.
- The development of intelligence and manual, physical and artistic abilities.
- A gradual acquisition of methodological knowledge.
- A preparation for continuing studies in better conditions.

The elementary school has the responsibility to provide the learner with a base of competencies and knowledge as well as mastering them in a way that makes it a means of transitioning from elementary to middle education:

- Establish basic tools for learning (reading, writing and numeracy).
- Consolidate the values of identity and establish the first information relating to the cultural heritage of the homeland.
- Teaching the pupil how to organize the place and the time in which he lives.
- Directing the pupil towards autonomy and developing his initiative abilities.

These objectives are spread out among the three stages constituting the elementary level:

- The first stage (the first and second levels), is the stage of initial awakening and education: It encourages the pupil to learn and make him eager for knowledge and enables him to gradually build his basic learning by:

- A gradual proficiency of Arabic language spoken, written and its reading, which is considered as an essential cross-functional competency to be gradually developed depending on all study subjects.

- Creating the basic concepts in mathematics being one of the basic learning which provides a kind of intellectual and scientific accuracy to be used in dealing with other study subjects.

- Creating the basic concepts of place and time.

- The acquisition of methodologies that constitute another pole of cross-functional competencies in this educational level.

These cross-functional competencies with respect to different subjects are complemented by competencies that encompass at the same time the knowledge and the methods related to each domain of subjects such as: solving problems, counting, knowledge of shapes and space relationships, the discovery of the world of animals and plants, the simple manufactured tools ...

- The second stage (the third and fourth levels), is the stage of deepening the basic learning: in Arabic language (oral expression, written and spoken understanding, writing), in mathematics (various forms of deduction, counting knowledge, mastering the four operations mechanisms), in the others subjects (scientific and technological education, Islamic and civic education, foreign language rudiments ...).

- The third stage (the fifth level) is the stage of mastering and using basic learning.

The lack of mastering the Arabic language (oral expression, written expression, reading) and mathematics will affect negatively the pupil's course of study. This requires to apply a pedagogy of support and treatment, because it is important that the learner achieves at the end of the elementary level a degree to control in the basic learning which will prevent him from illiteracy. The establishment of a mechanism for pedagogical treatments throughout this phase will undoubtedly facilitate the transition to the middle education stage at a level that will enable him to succeed, so that this phase would not be a dropout phase in the mandatory education.

Secondly: The middle level

Middle education aims to control a range of basic, educational, cultural and qualifying competencies that enable the continuation of studies in the subsequent educational levels, or to join vocational training institutions or to enter the practical life.

The various educational subjects at this level as part of all subjects should be included in fields that enable special knowledge to cooperate successfully with each other in order to transform the knowledge into a general culture of literature, art, science and technology.

The middle level is organized in three stages:

- First stage: homogenization and adaptation stage (first year).
- Second stage: Support and deepening stage (second and third year).
- Third stage: Deepening and orientation stage (fourth year)

The main axes of middle education:

- Harmonization and adaptation the elementary education knowledge and competencies and including two foreign languages.
- Strengthen competencies and raising the cultural, scientific and technological level.
- Deepening and developing the learning and preparing the orientation in secondary education or in other courses.
- The use of new information and communication technologies to learn, and develop the artistic taste and the sense of creativity, and improve the psychomotor and physical abilities.

Chapter VII: Organizing the content of Primary Education:

The reference document indicates that organizing the Sahrawi educational system's stages must respond to scientific facts in modern psychoeducational studies, taking into account the current conditions and the aspirations of the Sahrawi society in political, social and economic life. It also points out the integrated nature of knowledge at the primary stage:

- Languages and Arts.
- Islamic Education
- Scientific and technological knowledge.
- Social and humanities.

Thus, the educational contents must be organized according to the following school subjects. The school subjects set at the primary stage:

• Languages and Arts:

● Arabic:

Arabic has a distinguished place in our educational system, as it is the official national language, a major component of the national identity and the language of instruction for all educational subjects at the three stages. Hence, it is a transversal competence whose mastery is crucial to the educational/learning process and essential to establishing resources and developing competencies that enable the learner to structure his/her thoughts and forge his/her personality; not to mention its importance in oral and written communication in various situations of daily life.

As a transversal competence, for it is the language of teaching other subjects, Arabic helps to enhance cognitive aspects and develop competencies related to thinking, culture, social communication and methodology.

Teaching Arabic aims to:

- Providing the learner with mechanisms of organized thinking.
- Providing the learner with a daily communication tool.
- Enhancing and refining the linguistic repertoire acquired from family and society.
- Facilitating the process of understanding instructions for all school subjects.
- Sustaining the cultural and emotional dimensions, and instilling community values.

The content of the Arabic language subject is organized according to the following areas:

- Reading and Writing.
- Oral and Written Expression.
- Grammar (thinking about language).

- **Spanish:**

Spanish is the second language of the country as it has a historical significance that goes up to the Spanish colonial period and the culture it left within the circles of the Sahrawi society.

Teaching it aims to:

- Improving communication with others.
- Comparing between different languages and cultures.

Its content is organized according to the following areas:

- Reading and writing simple letters.
- Written and Oral Expression.
- Comparing language symbols.

It is taught from the third grade of primary school.

- **Art Education:** it is the language of shapes and colors helping to express, communicate, understand, read and produce visual messages through the distinctive languages of art such as drawing, painting and design. It also helps to acquire an aesthetic culture in several fields of plastic arts:

- Developing attention devoted to expression, perception and imagination.
- Developing the nationalist sentiments by rising awareness of the authentic heritage related to the national identity.
- Developing extensive thought patterns such as analysis, synthesis, coherence, and creative thinking ...
- Consolidating language and developing attitudes to be communicated.

The content of Art Education subject is organized according to the following areas:

- Drawing, photography and design: teaching these arts aims to:

- Increasing the learner's sensitivity and cleverness.
- Contributing to the cultural and social training and developing the sense of aesthetics and creativity.
- Developing attention to express and link between the tangible and the imaginary.
- Developing the nationalist sentiments and increasing awareness of the national heritage.
- Developing extensive thought patterns such as analysis, synthesis, coherence, and creative thinking.
- Consolidating language and developing attitudes to be communicated.

They are taught in all grades of primary school.

- **Music Education:** it is an artistic subject that seeks to psychologically and intellectually awaken the children, raises their aesthetic sensibilities, trains their ear to develop hearing and transcend emotionally, as well as it seeks entertainment and talents discovery.

Teaching Music Education aims to:

- stirring up feelings and thoughts.
- increasing the children's psycho-intellectual awareness.
- rising aesthetic sensibilities, training the ear to develop hearing and transcend emotionally, as well as discovering talents.

The content of this subject is organized according to the following areas:

- music listening and appreciation.
- educational hymn and songs.

It is taught in all grades of primary school.

- **Physical Education/Sports:** it is the kinetic expression and the spontaneous behaviors through play that make the children grow rapidly and prove themselves within the environment where they live.

Teaching sports aims to:

- educating the intellectual, social, emotional and physical dimensions.
- increasing elements of execution (speed, endurance, perseverance, strength, flexibility and accuracy).
- Developing all aspects of skills (control, perception, coordination, balance, structuring and interaction ...).
- training the children's personal and social dimensions of their future life.

The content of the P.E subject is organized according to the following areas:

- Positions and moves.
- Basal movements.
- Building and structuring.

It is taught in all grades of primary school.

- **Islamic Education:**

Stemming from the glorious Islamic religion, it is designed to develop the learners' innate aptitudes in the intellectual, spiritual, ethical and social fields, as well as to enhance the characteristics of his/her mental and psychological growth at every level.

It aims to:

- Raising the learner on Islam's noble principles of correct behavior, good manners, and good treatment through:
 - A good understanding of the prescribed Islamic texts and their proper use, either by recitation, inference or application, in appropriate situations
 - Developing a sense of belonging to Islam and pride of the fundamentals of homeland
 - Providing them with knowledge about, and getting them used to practicing, some religious rites
 - Getting them used to practicing some good manners and rules that regulate social relations, as well as to interacting positively with their environment.
 - Preserving corporal and mental health, maintaining balance in mood and personality, achieving self-respect and openness to others.

The content of the Islamic Education subject is organized according to the following areas:

- Quran and Hadith;
- Worship and morals;
- Biography of the Prophet.

It is taught in all grades of primary school.

• **Scientific subjects:**

- **Mathematics:**

Mathematics consists of holographic facts classified by formal symbols to solve problems of daily life. It is a means of acquiring knowledge and forging thinking. It contributes to develop the learner's mental abilities, construct his/her personality, enhance his/her independence, and facilitate fulfilling his/her future education. It also develops logical and critical thinking and provides tools of judgment as well as concrete concepts on right and wrong.

It aims to:

- Developing the learner's logical and critical thinking and providing him/her with tools to describe the world in a scientific way and to solve problems in everyday life;
 - Preparing the learner to face modern life's requirements and to solve problems rationally and objectively;
 - Contributing to build the learner's personality, expanding his/her culture, enhancing his/her independence, and facilitating the fulfilment of his/her future education.
 - Providing pupils with effective work strategies, such as planning, organizing, collecting and classifying information, as well as mobilizing them in solving problems and transforming them into life situations.
 - Respecting the rules of competence, accuracy, seriousness, assiduousness and perseverance
- The content of the Mathematics subject is organized according to the following areas:

- Numbers and Arithmetic;
- Data organization;
- Aerospace and geometry;
- Quantities and measurement.

It is taught in all grades of primary school.

● **Scientific and Technological Education:**

This subject consists in exploring the environment, analyzing phenomena, and dealing with technological tools that allow the continuous and gradual building of a set of scientific knowledge and basic skills to gradually reach a level of logical and scientific understanding and control of the world. It also enables a kind of independence to solve daily life's problems and forge personality.

Furthermore, it develops scientific thinking features such as objectivity, inference, making arguments ... which help to build realistic, objective, curious, and critical thoughts.

Teaching this subject aims to:

- enabling the pupil to obtain an appropriate education, to better recognize his/her body, and to develop acumen, feeling, and manual skills.
- practicing empirical and practical activities in view to provide learners with the appropriate amount of scientific facts and concepts and to develop their attitudes towards scientific thinking (objectivity, inference, making arguments, innovative thinking).
- acquiring a scientific and technological culture that qualifies them to integrate the up-to-date world of science and technology.
- grasping scientific knowledge that helps the learners build correct perceptions and representations on the surrounding phenomena in the most objective and rational way, based on exploring physical and technological environment as well as on the living world;
- developing the pupils' scientific skills such as observing, questioning, formulating hypotheses and testing them through experimentation or documents' analysis, as well as strategies of generalizing and predicting and their use in solving life-related problems.

The content of the Scientific and Technological Education subject is organized according to the following areas:

- Human and health;
- Human, livelihood and Environment;
- Material and the world of things;
- Place and time.

It is taught from the third grade of primary school.

• Humanities and Social Sciences:

● **Civic and Social Education:** it is one of the most important subjects in training learners on citizenship and adequately preparing them to shoulder responsibilities towards their homeland in order to fully and actively partake in its edification and defense. It instills valuing national identity by strengthening the sense of belonging to homeland and, hence, actively contributing to its emancipation as well as to respecting national symbols and state institutions. It also trains them to preserve the national heritage, the social and human values, and to serve the public interest.

The aims of teaching this subject are:

- Promoting social values within the rule of law, civic responsibility and openness to the other.
- Educating learners in consistence with the universal child and human rights principles.
- Acquiring the principles of democratic debate and dialogue, accepting the majority's opinion, and rejecting racial discrimination and violence.
- Respecting state institutions and international and regional bodies.

The content of this subject is organized according to the following areas:

- National identity,
- Citizenship;
- Family and society;
- Health and environment;
- Professions and trades.

It is taught from the third grade of primary school

● **History:** it is the record of the nation's past and the collective memory of peoples and individuals. It preserves the lessons they learned, their experiences and struggles throughout all times. It is the result of past events that led to current situation and problems.

That memory reflects originality and creates the balance needed by humans to reaffirm their origins and learn from past experiences when dealing with many current issues.

Teaching History aims to:

- Providing the learner with historical significance;
- Instilling the values and principles of the glorious revolution of May 20th.
- Strengthening the sense of belonging to a unified historical identity.
- Identifying the most important stages of human history.

Its content is organized according to the following areas:

- The subject's tools and concepts;
- General History,
- National History

It is taught from the fourth grade of primary school.

● **Geography:** a scientific subject that combines cognitive and scientific data from various subjects and responds to many basic human needs. It is the fundamental component of education helping to solve life problems, by developing the spatial dimension, and discover relations between the population and their geographical area. Furthermore, it allows studying and understanding the rules of their organization, and how to exploit and take benefit from the surrounding resources while protecting their environment.

Teaching Geography aims to:

- Understanding the concepts of space (natural / man-made, public / private, functional)
- Nurturing the sense of observation.
- Learning how to orient oneself in space.
- Reading the cartographic representation of space
- Learning about and caring for the geographical environment, and inspiring national pride.
- Acquiring knowledge about different geographical environments.
- Realizing the impact of human labor on landscape.

The content of Geography is organized according to the following areas:

- The subject's tools and principles;
- Refugee camps;
- Western Sahara;
- Population and environment;
- Population and development.

It is taught from the fourth grade of primary school.

Grade 5

	Geography	History	Civic Education	Islamic Education	Arabic
Global skills	To be able: to act appropriately in his/her geographical surroundings; to use spatial landmarks for self-positioning; to link human activity to the environment; and to recognize the importance of the natural resources diversity in Western Sahara and the need to recover them.	To be able to use the tools and concepts of the subject to pinpoint time, link historical events, and identify stages in the history of the Islamic Maghreb and the Western Sahara region	To get acquainted with: The components of family and society; Citizenship, culture and democracy; Public service and Environmental education; Human and universal values.	Recite the memorized items from Quran and Hadith; exemplify some Islamic values and morals; use knowledge related to the Islamic creed and its effects in life; perform acts of worship and emulate the behavior of the Prophet Mohamed (PBUH), the Messengers of Allah, and the Companions.	Use a correct language in oral and written communication; Correctly read and understand complex expository and argumentative texts consisting of a hundred and thirty to a hundred and fifty words, partly marked with Tashkil (phonetic guides) and producing them, in writing, in significant communicative situations.
Final skills	Subject's tools and concepts: Use appropriate maps to determine the Western Sahara's position at the regional, continental and global levels. Population and Development: classify renewable and non-renewable natural resources. Population and environment: discover the relationship between human activity and the immediate environment and suggest	Adopt Islamic historical landmarks and use them to understand the historical calendar as well as in daily life, Use appropriate groundings to display the transitions that took place in North Africa after the Islamic conquests in the	To be able to: Understand the meaning of family and society - practice citizenship through expressing the belonging to homeland - Exercise democracy through the rules of fair competition. - Be acquainted with the elected bodies	The learner should adequately adapt the memorized religious texts to situations involving recitation, application and inference. The learner acknowledges the pillars of faith i.e.: the Day of Judgment and Destiny. The learner is able to provide some religious rulings on how to perform some acts of worship. The learner practices, in his/her surroundings, the acquired Islamic manners related to individual, family, social and environmental	Understand and react to spoken explanatory and argumentative discourses; In significant communicative situations, express opinion, explain and justify points of view t by various grounds; Correctly read and understand complex expository and argumentative texts consisting of a hundred and thirty to a hundred and fifty words, partly marked with Tashkil (phonetic guides);

	<p>measures to deal with the environment risks after realizing the scope of the losses they trigger.</p>	<p>region. Express pride of the country's achievements in the African continent and the African Union</p>	<p>and mass organizations.</p>	<p>behaviors. The learner is able to briefly present stages of the Messenger's biography (PBUH) in Medina and summarize the most important events, lessons and the Messenger's positions therein such as reconciliation and forgiveness when retaliation is due. The learner is able to introduce two Companions of the Prophet Muhammad (PBUH): Othman Bnou Affan and Asma Dhat an-Nitaqayn</p>	<p>In significant communicative situations, produce, in writing, expository and argumentative texts of eight to ten lines.</p>
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Grade 5

	Physical Education	Musical Education	Art Education	Scientific and Technological Education	Mathematics
Global skills	Control ones' body; get rid of excess movements, and makesound and healthy basal movements.	Participate in a dialogue dealing with musical compositions, types of musical groups and instruments played, and perform educational songs.	Express oneself linguistically and artistically, through individual or collective organized artistic works by mastering the various art elements in terms of shape and color laying on the colors' complementary principle (simultaneous contrast), and using the necessary geometric means; practice decoration, calligraphy, cutting and pasting techniques, in view to preserve the environment.	Deal with some corporal and environmental problems, as well as some phenomena related to the properties and the presence of materials in nature; Expand perception of time and space in view to a self-positioning in space and time; Soundly use equipment and technological tools for normal purposes	Solve problems by mobilizing knowledge about natural (to a billion) and decimals numbers, the four operations, both types of arithmetic, proportionality and units of measurement; Use geometric properties, appropriate terminology and sound expression to describe a movement, locate an object, describe, represent or shift or enlarge a shape, Compare lengths, straightness, orthogonality, parallelism, and symmetry.
Final skills	Positions and moves: perform various basic positions and moves. Basal Movements: Perform basal movements such as throwing and jumping. Structuring and building: define and set the exercise's space landmarks.	Participate in a dialogue dealing with musical compositions, types of musical groups and instruments played, and perform educational songs.	Drawing and painting: it enables to: Accomplish an expressive individual or collective organized art work by controlling the various artistic elements in terms of shape and color. Design: individually or collectively design a decoration in which the norms of decoration art are applied in order to beautify and protect the environment as well as the natural and urban surroundings.	In front of significant situations related to the functional coordination of the body parts, suggest solutions by mobilizing resources about movements and body-coping to muscular effort; Contribute permanently in preserving the environment by mobilizing resources about air quality, waste disposal, the sound handling with animals and plants in their living environments, and some forms of pollution. In front of significant	Solve problems by mobilizing knowledge about natural (to a billion) and decimal numbers (reading, writing, comparing, arranging, relating between and using the existing information to write them); using the four operations, and both types arithmetic (automatic and mental); Solve problems related to proportionality (by using personal inferences), and by using percentage and numerical information organized in lists, tables, and schemas; Solve problems related to

				<p>situations, explaining some astronomical phenomena related to earth rotation, by mobilizing resources about the movement of earth around the sun.</p> <p>In front of problematic situations related to the use of electric power and combustion sources, provide appropriate technical solutions, taking into account the security precautions</p>	<p>describing a path, locating a place, representing, enlarging or shifting a shape basing on a plan, a schema or a map; or comparing lengths, straightness, orthogonality, parallelism, symmetry, by using appropriate terminology and correct expressions;</p> <p>Solve problems of comparing and measuring quantities (lengths, masses, amplitudes, areas, volumes, durations) converting units, and setting coordinates by using appropriate tools and units.</p>
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Grade 4

	Geography	History	Civic Education	Islamic Education	Arabic
Global skills	To be able: to act appropriately in his/her geographical surroundings. to use spatial landmarks for self-positioning; to link human activity to the environment	Self-positioning on a timeline through historical events	To recognize: The Components of the national identity, hence reinforcing the love for the homeland and readiness to defend it; Citizenship and democratic culture; Information and communication media and their role; Public service and environmental education.	The learners shall be able to show adherence to Islam and love for the homeland through practices that adequately highlight his/her mastery of the acquired religious, civic, social and environmental knowledge, as well as to use them in situations of expressing belonging and obedience, taking charitable initiatives, and correcting negative behaviors around them, laying on religious texts' recitation, application, and inference.	Use a correct language in oral or written communication; Correctly read and understand texts consisting of a hundred to a hundred and thirty words, mostly marked with Tashkil (phonetic guides) and producing them, in writing, in significant communicative situations
Final skills	Subject's tools and concepts: Choose the appropriate place where to go and move after discovering the surroundings/spatial features. Population and development: Distinguish between what is natural and what is human in rural and urban areas, and value productive	Being trained to build concepts of time, event, chronology, archeology, and historical landmarks sources; Learn about the ancient human's relics in the North Africa; Reinforce the dimensions of authenticity and belonging to	Understand the meaning of family and society; Practice citizenship through expressing the belonging to homeland; Exercise democracy through the rules of fair competition; Be acquainted with the elected bodies and mass organizations.	Use, appropriately and in the best way, the memorized Qur'an and hadith items; Apply moral ideals and religious rulings; Enumerate the pillars of faith, realize the grace of God over mankind, and express it orally or in writing. Elaborately recite, in oral or in writing, the acquired knowledge about fasting, Zakat and Eid prayers. Use the acquired moral codes within their community.	Understand and react to spoken explanatory and argumentative discourses; In significant communicative situations, express opinion, explain and justify points of view by various grounds; Correctly read and understand complex expository and argumentative texts consisting of a hundred and thirty to a hundred and fifty words, partly marked with Tashkil (phonetic guides); In significant communicative situations, produce, in writing,

	<p>work. Population and environment: Suggest solutions to a local environmental problem, after discovering the relationship between human activity and the environment.</p>	<p>homeland; Extracting information about the history of his/her people an homeland from historical sources.</p>			<p>explanatory and argumentative texts of eight to ten lines.</p>
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Grade 4

	Physical Education	Musical Education	Art Education	Scientific and Technological Education	Mathematics
Global skills	According to situations, perform, cohere and sequence between basic movements.	Expresses orally or in writing the object of a musical story with free drawings; and perform a set of educational songs.	Use artistic techniques to produce individual or collective art works to communicate experiences and emotions.	Deal with some corporal and environmental problems, as well as to some phenomena related to the properties of materials and their presence in nature; Expand perception of time and space in view to a self-positioning in space and time; Soundly use equipment and technological tools for normal purposes.	Solve problems by mobilizing knowledge about natural (to one million) and decimal numbers, addition, subtraction, multiplication and arithmetic of both types, proportionality and units of measurement (of length, mass, amplitude, and duration), use geometric properties, appropriate terminology and sound expressions to describe a movement, pinpoint an object, or describe, represent, shift or enlarge a shape; compare lengths, straightness, orthogonality, parallelism and symmetry.
Final skills	Positions and moves: Perform various moves individually and collectively. Interactive movements: Perform movements of jumping and throwing. Structuring and Building: Invest the space according to the activity type.	Express, orally or in writing, the object of a musical story with free drawings; Perform a set of educational songs using vocal techniques and voice abilities.	Drawing and painting: The learner shall be able to produce a compound artistic work using earth colors in view both to communicate the experiences done, and to preserve and beautify the environment. Design: Create a relief-design by the cutting and pasting technique.	In front of individual and collectivity problems in regard to health awareness, the learner shall be able to act suitably to maintain his/her and the others' health by mobilizing resources related to the activity of the human body and security rules; and to suggest grounded solutions to preserve the surroundings by mobilizing resources on the distinctive phenomena of plants' life and water's presence in nature as well as on its distribution and consumption's rationalization;	Solve problems by mobilizing knowledge on natural (smaller than a million) and decimal numbers (reading and writing, comparing, ordering, and using the existing information to write them); use the four operations, and both types of arithmetic (automatic and mental); Solve problems related to proportionality (by using personal inferences); use numerical information organized in lists, tables, and schemas; Solve problems related to describing a path, locating a place, representing, enlarging or shifting a shape laying on a plan, a schema or a map;

Grade 3

	Civic Education	Islamic Education	Arabic
	<p>To get acquitted with:</p> <ul style="list-style-type: none"> - Identity and Citizenship; - Social life; - Healthy environment and safety rules. 	<p>Recall the memorized Quran and Hadith items dealing with worship situations, invocation and social behaviors.</p>	<p>Use a correct language in oral and written communication, Correctly read and understand narrative texts consisting of eighty to a hundred words, mostly marked with Tashkil (phonetic guides); and producing them, in writing, in significant communicative situations</p>
	<p>Be able to:</p> <ul style="list-style-type: none"> - Work in team - Practice the rules that organize life. - Differentiate between different documents proving the national identity; - Show love for the homeland and respect national symbols. 	<ul style="list-style-type: none"> - Elaborately recite the memorized items of the Noble Qur'an and the Prophet's Hadith; - Enumerate the pillars of Faith and Islam and designate some of Allah's Tributes. - Acquire knowledge about purification, ablution, and prayer; and practicing it when performing rituals. - Practicethe acquired knowledge and values in daily communication with others. - Outline a briefimage of the Messenger's childhood and youth, and imitate his pleasant biography as well as that of his companions Abu Bakr and Khadija. - Briefly outline the stages and positions of the Messenger's life in Mecca and at the beginning of the da'wah (invitation to embrace Islam) through narration or stories; and enumerate the virtues of one of the great Prophet's Companions: Omar bin Al Khattab (called AL FARUQ). 	<p>Understand and react to spoken narrative discourses;</p> <p>In significant communicative situations,narrate an eventbasing on various grounds;</p> <p>Correctly read and understand narrative texts consisting of eighty to a hundred words mostly marked with Tashkil (phonetic guides);</p> <p>In significant communicative situations,produce, in writing, four to six lines' narrative texts.</p>

Grade 3

	Physical Education	Music Education	Art Education	Scientific and Technological Education	Mathematics
Global skills	According to situations, perform, cohere and sequence between basic movements	Listen to musical compositions and groups in order to identify them and recognize the type of music played; Perform educational songs	Apply the norms of Arab decoration, with various hot and cold synthetic color ranges, to produce an individual or collective artistic 2D or 3D design	Act suitably before personal or collectivity problems in regard to health and nutrition.	Solve problems by mobilizing knowledge about natural numbers (smaller than 1000), addition and subtraction, as well as about units of measuring length, Usegeometric properties and appropriate terminology to describe a movement or a position of an object, or to describe, represent, shift or widen a shape; Compare lengths.
Final skills	Positions and movements: Select and perform a set of acts according to the situation Basal movements: Perform running and throwing movements. Structuring and building: Intervene according to situations	Listen to musical compositions and groups in order to identify them and recognize the type of music played; Perform educational songs. Sings the national anthem	Drawing and painting: Express sensations, emotions, thoughts in various types of production using suitable materials and techniques and integrating different languages; Observe the objects in the environment and reproduce them by drawing; Recognize and appreciate the most characteristic aspects of the environmental and cultural heritage in the territory. Design: Make simple items using recycled materials	In front of significant situations related to the functional coordination of the body parts, suggest solutions by mobilizing resources about movements and body-coping with muscular effort; Contribute permanently in preserving the environment by mobilizing resources about air quality, waste disposal, the sound handling with animals and plants in their living environments, as well as on some forms of pollution. In front of significant situations, explain some astronomical phenomena	Solve problems by mobilizing knowledge about natural (smaller than 10,000) and decimal numbers (reading and writing, comparing, ordering and using the existing information to write them); practice addition, subtraction and multiplication operations, and both types of arithmetic (automatic and mental); Solve problems by using numerical information organized in lists, tables, and schemas; organize data in tables; Solve problems related to describing a path, locating a place, representing, or shifting a shape basing on a plan, or a design; Comparing lengths, straightness, orthogonality, parallelism, or symmetry by using appropriate terminology and

related to earth rotation by mobilizing resources about the movement of earth around the sun. In front of problematic situations related to the use of electric power and combustion sources, provide suitable technical solutions, taking into account security precautions

correct expression; Solve problems of comparing and measuring quantities (lengths, masses, amplitudes, areas, volumes, and durations) by using appropriate tools and units (parts and multiples of meter, gram, and liter, as well as day, month, year, hour, min and seconds).

Grade 2

	Islamic Education	Arabic Language
Global skills	<p>The learner shall be able to interact, in a more controlled way, with his/her environment through elementary behaviors consistent with the knowledge and values acquired from the fundamentals of Islam in the fields of creed, worships and treating others; as well as to memorize and make use of the memorized Islamic texts.</p>	<p>Use a correct language in oral and written Communication, Correctly read simple directive texts consisting of forty to sixty words, entirely marked with Tashkil (phonetic guides) and producing them, in writing, in significant communicative situations</p>
Final skills	<p>According to situations, the learner shall recall the memorized Islamic texts and use them for reading or inference; Enumerate the pillars of faith and designate some of Allah's Tributes in appropriate situations. Present how ablution and prayer are performed; and perform them appropriately; Practice the acquired Islamic manners and morals in situations of communication within the environmental and community contexts. Briefly introduce an outline of the Messenger's early life (PBUH) in situations that require introducing his character</p>	<p>Understand and react to spoken directive discourses; In significant communicative situations, give instructions basing on various grounds; Correctly read and understand simple directive texts consisting of forty to sixty words entirely marked with Tashkil (phonetic guides); In significant communicative situations, produce, in writing, directive texts of four to eight lines</p>

Grade 2

	Physical Education	Music Education	Art Education	Scientific and Technological Education	Mathematics
Global skills	Perform, and maintain coherence between, sound basic movements	Use voice, sound objects and musical instruments to produce or reproduce sounds or music alone or in groups. Listen to musical instruments in order to recognize them.	The learner shall be able to take advantage of the color-range painting techniques and of recovered materials in view to invest them in beautifying the environment	Suggest solutions to simple problems related to daily life or the surrounding environment.	Solve problems by mobilizing knowledge about natural numbers (smaller than 1000), addition and subtraction, as well as about units of measuring length, Use geometric properties and appropriate terminology to describe a movement or a position of an object, or to describe, represent, shift or widen a shape; Compare lengths.
Final skills	Physical part: Switch from one position to another at the appropriate time. Collective part: Perform simple natural movements in various situations. Structuring and building : Build and implement simple projects and plans required by the situation.	Know the name of some musical instruments and recognize their sound. Perform simple vocal or instrumental songs in a group.	Drawing and painting: Take advantage of color-range painting techniques and geometric tools to paint an individual or collective artistic work using primary and secondary colors to express feelings and emotions. Design: Invest in painting school surroundings, apply the principle of shapes' symmetry in an artistic design made from recovered materials and paint it using primary and secondary color.	Maintain a healthy body and regulate life's pace by mobilizing resources related to children's major life aspects, Preserve the environment by mobilizing resources related to major aspects of the flora and fauna. In front of problematic situations related to the use of electric power and combustion sources, provide suitable technical solutions, taking into account security precautions	Solve problems by mobilizing knowledge about natural number smaller than 1000 (reading, writing, comparing, ordering, and using existing information to write them); practice addition, subtraction and multiplication operations, and both types of arithmetic (automatic and mental); Solve problems by using numerical information organized in lists, tables, forms and schemas; organize data in tables and solve problems related to describing an object's path or location in space or on a plan , shift a shape, compare lengths or straightness, by using appropriate terminology and correct expression; Solve problems of comparing and measuring quantities (lengths, masses durations) by using meter and centimeter units and a double-pan balance; designate events by using a calendar and time units (day, month, year, hour).

Grade 1

	Physical Education	Music Education	Art Education	Scientific and Technological Education	Mathematics
Global skills	After discovering his/her environment and body parts, the learner shall be able to define his/her aptitude's limits in view to intervene safely.	Raise his/her esthetic sensibility, train her/his ear to develop musical sense and to express emotions	The learner shall be able to express him/herself and communicate creatively through images. Experiment with tools and graphic, pictorial and plastic techniques	Act suitably before personal or collective problems in regard to health and nutrition	Solve problems by mobilizing knowledge about natural numbers (smaller than 100) and addition; Use geometric properties and appropriate terminology to describe the movement or location of an object, or to describe, represent or shift a shape.
Final skills	Positions and moves: Adopt natural positions related to the surroundings. Basal Movements: Perform movements basing on the integration of the body's functions. Structuring and building: Build and implement simple projects and plans required by a situation	Produce sounds according to acoustic parameters. Perform educational songs using single-voice techniques	Orient him/herself in the sheet. Color a drawing by following the instructions provided by the teacher or by freely choosing the colors. Represent human figures with a structured body scheme. Design: Reproduce simple drawings or artifacts to tell experiences and to illustrate stories.	natural elements of its environment. In front of significant situations related to the functional coordination of the body parts, suggest solutions by mobilizing resources about movement and body-coping with muscular effort; Contribute permanently in preserving the environment by mobilizing resources about air quality, waste disposal, the sound handling with animals and plants in their living environments, as well as about some forms of pollution. In front of significant situations, explain some astronomical phenomena related to earth rotation by mobilizing resources about the movement of earth around the sun.	Solve problems by mobilizing knowledge about natural numbers smaller than 100 (reading, writing, comparing, arranging, identifying the relationships between them and using existing information to write them), addition, subtraction and both types of arithmetic (automatic and mental). Solve simple problems by using numerical information extracted from forms or tables. Solve problems related to straightness; describe the movement or location of an object in near space; designate, represent, or shift a shape using appropriate terms and accurate expressions. Solve problems related to comparing lengths (by placing them side by side), or by using a non-conventional unit, and by using the calendar to mark events or calculate durations.

Grade 1

	Islamic Education	Arabic Language
Global skills	<p>The learner shall be able to communicate consciously within his surroundings by practicing patterns of elementary behaviors inspired from the Islamic teachings in the fields of creed, worship, and treating others; as well as to recall correctly the memorized items from Qur'an and Hadith</p>	<p>Use a correct language in oral and written Communication, Correctly read simple dialogue consisting of ten to twenty words, entirely marked with Tashkil (phonetic guides) and producing them, in writing, in significant communicative situations</p>
Final skills	<p>In appropriate communicative situations, the learner should be able to recall and use the memorized Qur'an and Hadith items. Pronounce Shahada, and enumerate the pillars of Islam in situations of expressing faith; as well as invoke and praise the Almighty in appropriate situations; Practice sensory purity in situations requiring to keep the environment clean, through personal and environmental hygiene; Name the five daily prayers; Practice the acquired Islamic manners and morals in situations of communication within the community</p>	<p>Understand and react to spoken dialogues; In significant communicative situations, debate and discuss different topics basing on various grounds; Correctly read and understand simple dialogues consisting of ten to twenty words entirely marked with Tashkil (phonetic guides); In significant communicative situations, produce, in writing, four to six lines' dialogues</p>

The publication was produced as part of the project

”RIGHT TO EDUCATION, RIGHT TO THE FUTURE FOR THE NEW SAHARAUI GENERATIONS”
CUP n. E17B18000180009

Coordinated and produced by



With the contribution of :



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



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