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Curriculum reform in post-1990s sub-Saharan Africa

Linda Chisholm ^a ... Ramon Leyendecker ^b

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Abstract

The article uses both primary and secondary sources to examine why learner-centredness, outcomes- and competency-based education and national qualifications frameworks were favourably received at local level in sub-Saharan Africa but have not resulted in widespread change in classroom practice. It argues that they found local favour because they were not entirely new ideas, and were ambiguous enough to be seen as key vehicles for achieving not so much educational, as economic, social and political goals. It suggests that the failure of implementation could lie in expectations that education would lead to transformation without paying necessary attention to implementation and capacity.



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