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Curriculum change in Uganda: Teacher perspectives on the new thematic curriculum

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Abstract

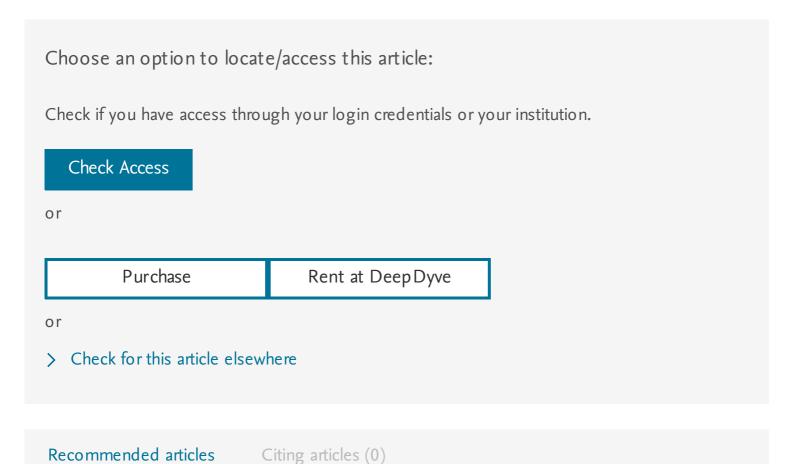
Based on a fieldwork study, this article seeks to investigate the implementation of â€~thematic curriculum' in Uganda from the perspectives of teachers. The article shows that although the majority of teachers are enthusiastic about the new curriculum, their implementation efforts are constrained by a multitude of challenges. The findings raise questions with regard to the appropriateness of the new curriculum initiative to the structural realities of Ugandan classrooms, and calls for increased attention to the implementation process.



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