



Developing Science, Mathematics, and ICT Education in Sub-Saharan Africa: Patterns and Promising Practices (World Bank Working Papers)

Wout Ottevanger, Jan van den Akker, Leo de Feiter

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'Developing Science, Mathematics and ICT in Secondary Education' is based on country studies from ten Sub-Saharan African countries: Botswana, Burkina Faso, Ghana, Namibia, Nigeria, Senegal, South Africa, Uganda, Tanzania and Zimbabwe, and a literature review. It reveals a number of huge challenges in science, mathematics and ICT (SMICT) education in sub-Saharan Africa: poorly-resourced schools; large classes; a curriculum hardly relevant to the daily lives of students; a lack of qualified teachers; and inadequate teacher education programs. Through examining country case studies, this paper discusses the lessons for improvement of SMICT in secondary education in Africa.

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