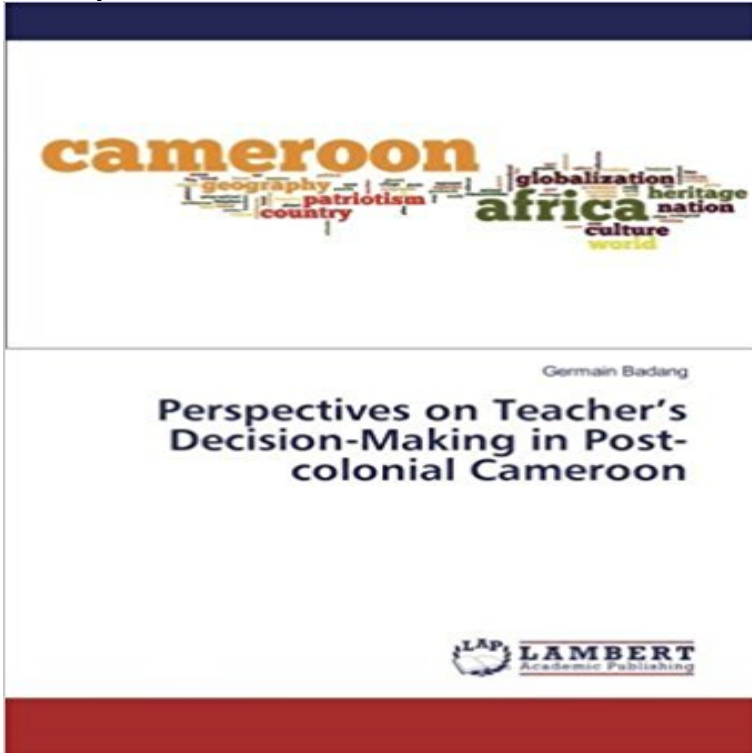


Perspectives on Teachers Decision-Making in Post-colonial Cameroon



The book explores the need to enable structural and conceptual reforms in the educational system of Cameroon which, since independence, has not been able to effectively contribute to the social and individual development of Cameroonians. The book also inquires about teachers lack of agency in their own profession. The findings suggest that the curriculum in Cameroon is very centralized and reflects a strong Western content. The findings also indicate that there is a lack of indigenous voice in the social studies curriculum. Teachers in Cameroon tend not to engage in critical decision making when they teach issues about Cameroon and about the world for many reasons: frustration with school system, overwhelming centralized curriculum, lack of support, poor infrastructures, and lack of confidence about their knowledge, the extraverted curriculum, and their choice not to critically reject the inherited colonial status quo. However, they understand that the social studies program and the entire educational system are in urgent need of structural and conceptual reform.

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