12 Implications for Curriculum Development in Africa

Quoted and paraphrased from African Christian Leadership; Chapter 11 "Developing Transformational Leaders – Curricula Implications from the Africa Leadership Study" by John Jusu

1. It is important for formal educational institutions to move beyond school walls to engage parents and caregivers in curriculum enterprises.
2. To have an impact, institutions of higher education wishing to form African leaders should expand their stakeholder base for curriculum development.
3. Our research identified a profile of outstanding leaders that most institutions would be proud to have as alumni. Having this profile in view, and using "backward design," curriculum developers can now ask: What do we need to provide for leaders to develop and display these qualities?
4. Any adequate leadership curriculum must feature critical and creative thinking skills regarding both content (in particular courses) and processes (exemplified in all courses).
5. Instructors should adopt a collaborative teaching and learning paradigm, where students spend significant time working on projects in groups, which will clearly have a positive impact on social capital.
6. Institutions should pursue curriculum that promotes learning in community through projects, mission trips, exchange programs, internships, practicums, games, fellowship groups, and chapels.
7. Theological training programs for leaders need to review their organizational management curriculum to reflect Faith-based Organization's realities.
8. Mentoring programs, skills coaching, and lifestyle discipleship should be used to foster servant leadership. Students should be able to see how "powerful" teachers use their authority for the benefit of those they serve.
9. Textbooks must provide relevant content for the specified course and should be selected for understandability and contextual relevance.
10. Faculty should demonstrate the habit of writing not only academic books and articles but ones that broader audiences will find accessible, interesting, and helpful.
11. Coursework must include a focus on the lives and experiences of women as well as men. This should include a focus on realities in the everyday lives of ordinary women, such as pastoral issues raised by experiences of female infertility in cultures that define female identity largely in terms of motherhood.
12. Leadership curricula must address the knowledge needed for leadership impact in a wide variety of professions such as architecture, engineering, journalism, and law.