

This is not a mere book. It is an innovation: A “DISCOVERY.” Collins Dictionary defines “DISCOVER” as “to see, get knowledge of, learn of, find, or find out; gain sight or knowledge of (something previously unseen or unknown). In all, “Education” is the demonstrably single most effective lever of the quality of a person’s thoughts, society’s ethos, political stability, social cohesion, and prosperity. It is thus the greatest predictor of the prospects of our children, industry, and society in its entirety. The synthesis presented is based on an idea that there is a secret for why 1% of the world’s population dominates sports or professions and owns more wealth than 99%. Equally, it is based on an idea that more gold has been drawn from the human brain than has ever been hauled from the soil. Eureka! This innovation has been a longtime coming.

The “Theory of change” presented transcends conventions, time, and space; breaks the cipher, cracks incapacitation, and sounds a warning siren that to achieve fundamental educational and social-economic advancements, countries must prioritize curriculum reforms ahead of civic or economic reforms—that any rushed reforms will soon become a greater liability to the country and future generations. And our children are watching—intently! Finally, this proposition has a multi-dimensional superiority over the status quo and its alternatives. E.g.: It addresses the constraint of scarce resources as well as a growing number of illiterate graduates and educated slaves; Broadens the quality and range of teaching and learning outcomes; Triggers mindset change and overall paradigm shift; Unleashes a genius embedded in the learners, workforce, and society; Renders will and abilities to create new ideas and convert knowledge into products, services, and solutions as well as to constantly reinvent itself; Raises the bar among our learners, sportsmen, and workforce, via “Achieve More With Less” and “A Whole-Child-Cum-Society” impetuses; and Fast-tracks achievement of SDGs, TDV 2025, and the Middle-Economy Status—in real terms—hence self-reliance and prosperity. The author’s works have been tested and clinically evidenced to transform individual learners, households, and the workforce. His works have contributed to various scholarly works here in EA, as well as, overseas.

“With the accomplishment of this magnitude, now, my brother, you can die.”—Daudi M. Kambarangwe (<https://www.kambarangwe.co.tz>).



ILLITERATE GRADUATES, EDUCATED SLAVES, AND CURRICULUM REFORMS

FESTO MICHAEL KAMBARANGWE

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Why Curriculum Reforms Fail, its Impacts on a Nation, and How to Fix It



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